

PREFACE

J A P A N E S E

The chief aim of the text beginning with Lesson 121 is to gradually build up a vocabulary concerning the subject matters that make up the Japanese people, their customs and habits, and the surrounding seas.

Basic Course

Volume XIX

Lessons 131-141

Cultural Lessons

The course is designed to train native English language speakers to Level 1 proficiency in reading and writing Japanese. The texts are intended for classroom use and are designed to develop a proficiency in reading and writing Japanese. The texts are intended for classroom use and are designed to develop a proficiency in reading and writing Japanese. The texts are intended for classroom use and are designed to develop a proficiency in reading and writing Japanese.

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September 1965
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A typical lesson consists of the following sections:

A. Narration

B. Audio-Lingual Drill

DEFENSE LANGUAGE INSTITUTE

C. Guide for Free Conversation

J A P A N E S E

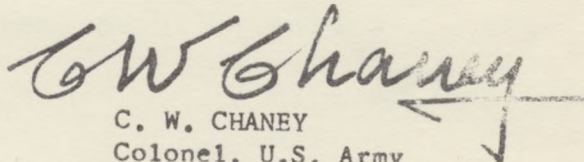
PREFACE

Basic Course

The Japanese Course, consisting of 160 lessons in 21 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 2 proficiency in reading and writing Japanese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.


C. W. CHANEY
Colonel, U.S. Army
Director

P R E F A C E

The chief aim of the text beginning with Lesson 121 is to gradually build up a useful vocabulary concerning the subject matters that make up the Japanese people, their customs and habits, their land and the surrounding seas, their industries, and their philosophy. The aim, also, is to enable students to apply the basic sentence patterns under more sophisticated situations.

Students have been learning the technical aspects of the language until now. However, since a language is a total embodiment of the culture, the psychology, the climate, and all else that makes up the people who speak it, an attempt has been made here to supply area background situations, in narrative form, which is meant to be hints for conversation practice based on those facts. In these lessons, the students will not only find new expressions, but new facts of life which can be readily used in conversation practice.

A typical lesson consists of the following sections:

- A. Narration
- B. Audio-Lingual Drill
- C. Guide for Free Conversation

D. Exercises in Writing System

E. Cultural Notes

F. Homework

G. Word List

In many instances, since the Narration itself is self-evident, no Explanatory Notes may be necessary.

According to the lesson content, the typical daily instructional cycle will be as follows: The daily cycle begins with the last two hours of the day. Those two hours are used to introduce and practice new material which the students must study at home the same evening so that he may be able to work with it the following morning in the class.

The Fifth Hour

In the fifth hour, the instructor will go through the Narration in the following manner. An instructor reads the narration slowly enunciating each word carefully and the students are to repeat after the instructor. The instructor will single out new words and ensure that students will learn to pronounce it correctly. The meaning of a new word or a new expression will be taught paraphrastically in the Japanese language. It is very

important that the word or the expression uttered must be meaningful to each and every student, especially during the introduction hour.

Sixth Hour

During this hour, the instructor introduces the new kanji appearing in the lesson which the students may learn to read and recognize its meaning. Idiomatic expressions, if any, will be singled out and explained. The remaining time will be utilized for sentence-by-sentence drill of the Narration.

The First Hour

The instructor conducts Audio-Lingual drill based on the Narration and clears up any questions based on the Narration.

The Second and the Third Hour

These hours are to be utilized for intensive conversation practice. A guide is given in "A Guide for Free Conversation." Interpretation and interrogation exercises based on the subject matter covered may also be incorporated.

The Fourth Hour

Exercises in Writing System. A few kanji are introduced in every lesson for the students to learn to write.

These kanji are limited to the ones taught in the first nine years of school in Japan. The primary purpose of teaching kanji is to provide students with sufficient knowledge of the Japanese writing system so that they may, if an occasion requires, learn to read and write necessary kanji in a minimum of time and effort. Place names will appear in kanji to facilitate their recognition in all publications. Some kanji used in place names do not appear in the postwar dictionaries, but it is well for the students to learn to recognize them.

Besides what was covered in the daily cycle, each lesson contains a word list and the homework assignment. The Word List lists all the new words and expressions introduced in the lesson. Homework is also listed under the heading and directs students' attention to what must be accomplished at home. The students' first job at home is to study the Narration thoroughly, and secondly to read the Cultural Notes so that they may be able to carry on a sensible conversation. New kanji are also to be studied. Students must also learn to write those kanji that are so selected under the "Exercises for Writing System." Students should work out all the exercises, since this is the best way to retain the writing system of the kanji introduced to date.

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Lesson 131

A. Narration

日本歴史(-) (660 B.C.-1200 A.D.)

日本の歴史は神代^{カミヨ}にかえるとずい分古い^ガが、

建国初代の天皇である神武天皇^{ジンム}の即位^{ソクイ}の年、すなわち

紀元一年から数えると、今年で(1966)^{ケヨウ}丁度二千六百二十六年に

なる。

神武天皇^{ジンム}は九州の南から本州の大和^{ヤマト}(奈良)

地方まで来られ、そこに大和国^{ヤマト}象を建て^タられた。それ^イ以来^{ライ}

日本国は万世^{マンセイ}一系の天皇を^イいただいて今日^{イマ}に至^{いた}っている。

今上天皇^{キンジョウ}は第百二十四代^{ダイ}目の天皇である。

最初^{サイショ}は政權^{ケン}は天皇にあって、天皇が自分で

国^{オサ}を治められたのであるが、奈良時代^{ナガラ}(710頃)からは、藤原氏^{フジワラ}の

Lesson 131

A. Narration, continued.

ような有力な貴族^キが政府の高官に任^シじられ、天皇に代^カって政治をとる様になった。
又藤原氏は皇室と婚姻^{コン}を結^{ムス}び、

大いに権力^{ケン}をふるった。
その勢力^{セキ}は平安時代(800頃)には、天皇の

権力^{ケン}以上になって、不法、混乱に落ち入り、墮落^ダしてしまつた。

菅原道実はその悪政^{アク}を抑制^{ヨウセイ}しようとしたが、かえつて四割^{バッ}せ

られて九州へ流された。(901年)

貴族^キの官僚政治^{カンリョウ}は百年間も続いたが、遂^{ツイ}に

武家^{ブケ}によつてとばされ、廢止^{ハイシ}された。
農民の事情によく

通じた陸の勇士、源頼朝は関東から兵を起^{オコ}し、弟義経^{ヨシツネ}の

Lesson 131

A. Narration, continued.

支援^シを受け^シて、海^{ウミ}の力^{チカラ}で有名^{ユウメイ}だった平家^{ヘイケ}を亡^{ホロ}ぼし、武力^{ブクリク}で

全国^{クニタテ}を統一^{トウイツ}し、西暦^{セイレキ}千百九十二年鎌倉^{カマクラ}に最初^{さいしょ}の幕府^{バクフ}を

設^{セツ}け^ケた。

Lesson 131

B. Audio-Lingual Drill

日本語で 次の質問に答えてください。

1. 日本建国初代の天皇は だれですか。
2. 日本の歴史は何年ぐらい昔にかえりますか。
3. ^{ヤマト}大和と言うのは今日のどの地方ですか。
4. ^{ヤマト}大和国家を建てられたのはだれですか。
5. ^{キンギョ}今上天皇は何代^{ダイ}目の天皇ですか。
6. 日本は万世^{バンセイ}一系の天皇をいただいていますか。
7. 最初^{ケン}は政権はだれにあったのですか。
8. 奈良時代からどうなりましたか。
9. ^{フジワラシ}藤原氏はなぜ^{コウ}皇室と^{コン}婚姻^{イン}を結びました。
10. ^{フジワラシ}藤原氏の勢力は平安時代にはどんなでしたか。
11. ^{スガハラ}菅原^{ミチサネ}道実は何んな事をしましたか。
12. 貴族の^{カン}官僚^{リョウ}政治はどのぐらい続きましたか。
13. そのころ農民の事情によく通^{ツウ}じていた陸^{エダシ}の勇士はだれですか。
14. そのころ海^{ウミ}の力で有名^{メイ}だったのはだれですか。
15. ^{カマクラ}鎌倉に最初の^{バクフ}幕府^{モク}を設^{セツ}けたのはだれですか。
16. それはいつでしたか。

Lesson 131

C. Guide for Free Conversation and Exercise

1. Topics:

- (a) Talk about the following topics with your classmates or with your instructor.
- (1) The first emperor in Japan.
 - (2) Bureaucratic government by nobility in Japan.
 - (3) The first military government in Japan.

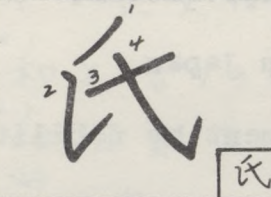
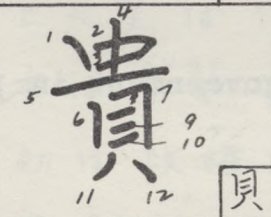
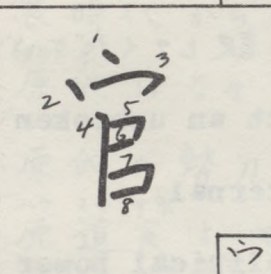
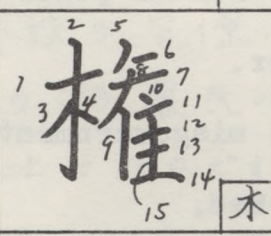
2. Exercise:

- (a) 次の文章を日本語に訳してください。
- (1) Japan is blessed with an unbroken line of emperors for ages eternal.
 - (2) At the beginning, political power was vested in the emperor.
 - (3) He tried to suppress misgovernment, but instead he was punished.
 - (4) Powerful nobility was appointed to a high position of government and came to administer the affairs of state in place of the emperor.

Lesson 131

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
719 氏		シ うじ	<u>SHI</u> : mister; clan; family uji: clan 藤原氏 <u>Fujiwara-shi</u> : Fujiwara Clan
720 貴		キ	<u>KI</u> : noble; honorable; valuable 貴族 <u>Kizoku</u> : nobility
721 官		カン	<u>KAN</u> : official; govern- ment 高官 <u>kookan</u> : high ranking official 官僚 <u>kanryoo</u> : bureaucracy; bureaucrat
722 権		ケン	<u>KEN</u> : authority; power; right 権力 <u>kenryoku</u> : authority; power; political power
代	See Les 42	ダイ かわ(る) よ	<u>DAI</u> : kawa(ru): to take place of; to substitute yo: era; time 神代 <u>kamiyo</u> : mythological era; the era of the gods

Lesson 131

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
皇	See Les 107	コウ オウ(ノウ)	KOO: OO(NOO): Imperial 皇室 <u>kooshitsu</u> : The Imperial Family
サ 落	See Les 71	ラク ガク オ(ちる)	RAKU: GAKU: o(chiru): to fall 墮落(だらく) <u>daraku (suru)</u> : degeneration; corruption; decadence (v.i.)
悪 心	See Les 41	アク わる(い)	AKU: evil waru(i): bad 悪政 <u>akusei</u> : misgovernment; mal administration; misrule
起	See Les 109	キ お(きる) おこ(る) <u>おこ(す)</u>	KI: o(kiru): to awaken oko(ru): to occur; to happen <u>oko(su)</u> : to give rise to; to start 兵を起す <u>hei o okosu</u> : to raise an army; to start a rebellion

Lesson 131

D. Exercises in Writing System, continued.

2. Exercise:

a. Write the underlined parts in Kanji.

(1) 長山崎は です。
 ボウエキ コウ

(2) には
 アオシマ アネッ タイ ショクブツ

がしげっています。

(3) 南西
 ショ トウ

(4) 別府は日本でも リの
 ユビオ

温泉地です。

Lesson 131

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 日本歴史は ネ申代 にかえると、

ずい分古いです。

(2) 藤原氏 は 皇室 と ^{コン} ^{イン} 婚^ス 姻 を 結^ス び、

大いに 権力 を ふるいました。

(3) 貴族 が 政府の 高官 に 仕^ス い

られ 悪政 を やりました。

(4) 政治は 墮落 しました。

Lesson 131

E. Cultural Notes

1. Founding of the Country

It is generally believed that the Japanese archipelago was first inhabited by man in the later Stone Age, called the Neolithic. No archeological findings thus far discovered indicate that man lived in this part of the world in the earlier stage of the Stone Age. The clay vessels used in that remote antiquity are of two types--the jomon-type and the yayoi-type. Jomon-type clay vessels, so called from the wavy, straw-rope markings (jomon) around them, have been found throughout most of the country. It appears that this type of earthenware was used for several thousand years. About a century before Christ a new phase of primitive culture made its appearance in north Kyuushuu and in the area which we now call Nara Prefecture, and it gradually spread to other regions. The clay vessels used by the people under the influence of this phase of culture were of the Yayoi-type, so named because specimens were unearthed at a place called Yayoi in the present Tokyo. About this time bronze and iron were introduced from the continent,

Lesson 131

E. Cultural Notes, continued.

but the bronze culture was apparently short lived, and the Bronze and Stone Ages gradually merged into the Iron Age. Chief among the representative bronze articles found among the excavations are swords and spears, found mostly in western Japan, and bells, found in central Japan. It is not difficult to imagine, then, that the tribes who used these articles must have been the ancestors of the present Japanese race. But expert opinions are divided as to the origins of the Japanese race. In all probability, several races of northeastern Asia and of southern Asia gradually merged into one race to form the ancestors of the Japanese.

Ancient Japanese lived in small communities each made of a group of Uji or family groups. These family groups became gradually unified, until the whole country was so unified as to form a state about the beginning of the 4th century. The center of this state was the Yamato Court in the present Nara Prefecture. The first leader of the Yamato Court was named Hatsukunishirasu Sumeramikoto whom the Japanese of later days, from their

Lesson 131

E. Cultural Notes, continued.

traditional belief, came to call Jimmu Tennoo or Emperor Jimmu.

Lesson 131

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 131

G. Word List

神代	kamiyo	the age of the gods; a mythological age
建国	kenkoku	founding of a nation
初代	shodai	the first generation; the first
即位	sokui	accession to the throne
紀元	kigen	an era; epoch
国家	kokka	country, nation; a state
万世一系	bansei ikkei	unbroken for ages eternal
いただく	itadaku	live under
今日に至った	konnichi ni itatta	got to the present
今上天皇	kinjoo tennoo	present emperor
政権	seiken	political power; administrative power
国を治める	kuni o osameru	administer the affairs of the state
有力な	yuuryoku na	powerful
貴族	kizoku	nobility
高官	kookan	high official
任じる	ninjiru	appoint
それ以来	sore irai	ever since then

Lesson 131

G. Word List, continued.

-- に代って	-- ni kawatte	in place of; in lieu of
政治をとる	seiji o toru	carry on a government
皇室	kooshitsu	an Imperial Household
婚姻	kon-in	marriage
婚姻を結ぶ	kon-in o musubu	marry
権力をふるう	kenryoku o furuu	exercise one's authority
勢力	seiryoku	power; influence; strength
不法	fuhoo	unlawfulness
混乱	konran	chaos; confusion
落ち入る	ochiiru	fall into; slide into
墮落する	daraku suru	degrade; be morally ruined
悪政	akusei	misgovernment; mal administration
抑制する	yokusei suru	control; suppress
罰する	bassuru	punish
流す	nagasu	exile; banish; let flow
官僚政治	kanryoo seiji	bureaucratic government
遂に	tsui ni	finally

Lesson 131

G. Word List, continued.

武 家	buke	military family; warrior
亡 ぼす	horobosu	overthrow; destroy
廢 止 する	haishi suru	abolish
農 民	noomin	farming people
事 情	jiijoo	condition; situation
-- に 通 じる	--ni tsuujiru	well versed in; know well
勇 士	yuushi	warrior; hero
陸	riku	land
兵 を 起す	hei o okosu	rise in arms
支 援	shien	support
武 力	buryoku	military force; armed force
幕 府	bakufu	Shoogunate; military government
平 家	heike	HEIKE family

A. Narration

日本歴史(二) (1200-1867)

武家政治の期間を総合すると、源頼朝の

鎌倉幕府に続いて、室町幕府、徳川幕府と

六百七十年も続いた。徳川幕府だけでも二百六十年

続き、その間鎖国政策がとられた。つまり徳川は

法律によって港を閉じて、日本人の海外渡航も又外国人の

入国や貿易も自由勝手に許さなかった。この政策の

のため日本は西洋文明にたちおくれ、日本の発展に

害をしたと言う人もあるし、又鎖国によって日本は自国

独特の文化を保つ事が出来てよかったと言う人もある。

A. Narration, continued.

一八五三年、米国の海軍提督^{テイトク}ペリー氏は、日本の

君主にあてられた米国大統領の通商、友好^{コウ}の書翰^{カン}を

持って日本をたずね、開港をせまった。ペリー提督^{テイトク}の日本

訪問は、日本の政治に大きな影^{エイ}響^{キョウ}を与^アえた。日本はもう

武家政権では、西洋の文明諸国と対等^{ジョウ}に交渉する事が

出来なくなり、幕府^{バクフ}は政権を天皇にかえさなければ

ならなくなった。明治天皇^{メイジ}が位^{ライ}につかれると、王政復古^{オウ}の

運動もます。盛^{セイ}んになり、一八六八年明治維新^{メイジ}と

なり、立憲^{リケン}君主政治が始まった。

B. Audio-Lingual Drill

日本語で次の質問に答えなさい。

1. 武家政治は何年ぐらい続きましたか。
2. 徳川^{バクフ}幕府はどのぐらい続きましたか。
3. その間どんな政^{サク}策がとられましたか。
4. 鎖^サ国と言うのはどんな事ですか。
5. 鎖^サ国によってどんないい事がありましたか。
6. 米^{テイ}国海軍提^{トリク}督のペリー氏は何のために日本に来ましたか。
7. 鎖^サ国によってどんな害をしましたか。
8. ペリー提^{テイ}督^{トリク}の日本訪問は日本の政治に大きな影^{エイ}響^{キョウ}を与^{アタ}えましたか。
9. 日本は武家政権では、西洋の文明諸国と対等に交^{ショウ}渉する事が出来なくなりましたか。
10. それで幕^{バクフ}府はどうしなければならなくなりましたか。
11. 明治天皇が^{クライ}位につかれて、どんな運動がますます盛んになりましたか。

Lesson 132

B. Audio-Lingual Drill, continued.

12. 明治維新^{イ シン} は いつ ですか。
13. 明治維新^イ より どんな 政治 が 始 まりましたか。

Lesson 132

C. Guide for Free Conversation and Exercise

1. Topics:

a. Discuss the following topics with your classmates in Japanese.

- (1) Period of military government.
- (2) Policy of Tokugawa Shogunate.
- (3) Visit of Commodore Perry to Japan.
- (4) Meiji Restoration

2. Exercise:

a. Match the words in Column (A) with those of Column (B) and insert the letters of Column (B) in the spaces provided in Column (A).

(A)			(B)
1.	鎖 国	()	a. commerce
2.	幕 府	()	b. policy
3.	提 督	()	c. military government
4.	開 港	()	d. restoration of Imperial rule
5.	通 商	()	e. letter
6.	王 政復古	()	f. commodore

Lesson 132

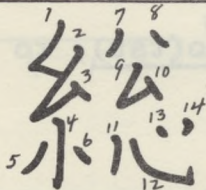
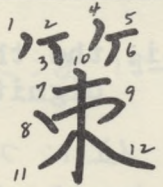
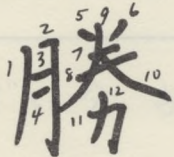
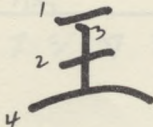
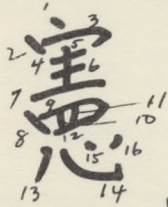
C. Guide for Free Conversation and Exercise, continued.

- | | | |
|---------|-----|------------------------|
| 7. 明治維新 | () | g. Shogunate |
| 8. 軍政 | () | h. national isolation |
| 9. 書翰 | () | i. Meiji Restoration |
| 10. 政策 | () | j. opening of the port |

Lesson 132

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
723 総心	 系	ソウ ショウ	<u>SOO</u> : all; total; general 総合する <u>soogoo suru</u> : to total; to combine;
724 策	 竹	サク	<u>SAKU</u> : plan; policy; stratagem 政策 <u>seisaku</u> : policy
725 勝力	 月	ショウ カ (フ)	<u>SHOO</u> : victory <u>ka(tsu)</u> : to win 勝手 <u>katte</u> : one's own convenience
726 王	 王	オウ	<u>OO</u> : king; queen; monarch 王政復古 <u>ooseifukko</u> : Restoration of Imperial rule
727 憲心	 心	ケン	<u>KEN</u> : law; constitution 立憲君主政治 <u>rikken kunshu sei-ji</u> : constitutional monarchic government

Lesson 132

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
保	See Les 86	ホ <u>たも(つ)</u>	HO: <u>tamo(tsu):</u> to maintain
位	See Les 121	イ <u>くらい</u>	I: <u>kurai:</u> the throne; rank; dignity 位につかれる <u>kurai ni tsukareru:</u> to ascend the throne

Lesson 132

D. Exercises in Writing System, continued.

2. Exercise:

a. Write the underlined parts in Kanji.

(1) _____ は 政府の _____ に 仕じられ、
キゾク コウカン

_____ を 行ないました。
アクセイ

(2) 政治は _____ しました。
ダラク

(3) 日本歴史は _____ にかえると、
カミヨ

ずい分古いです。

(4) 藤 _____ は _____ と _____ 姻を
フジワラシ コウシツ コンイン
嫁 女因

結び、大いに _____ を 承りました。
ケンリョク

Lesson 132

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 武家政治の期間を総合すると

七百年近く続きました。

(2) 貿易は自由競争に許されません。

(3) 明治天皇が位につかれてから、

王政復古の運動がますます盛んに

なりました。

(4) 一八六八年から立憲君主政治が

始まりました。

(5) ^サ鎖国政策のため日本は 自国 独特の

文化を保つ事が出来ました。

Lesson 132

E. Cultural Notes

1. Edo Period (1615-1868)

Tokugawa Ieyasu was the most influential man in the country at this time. After Toyotomi Hideyoshi died, Ishida Mitsunari plotted to oust Ieyasu, and in 1600, he rose in arms against him. In the famous battle of Sekigahara, Mitsunari was defeated by Ieyasu, and three years later, Ieyasu was appointed Sei-i-Taishoogun (Generalissimo) and established his Bakufu in Edo. In two more battles, one in the 19th year of Keichoo (1614) and the other in the first year of Genna (1615), he annihilated the Toyotomi and their adherents, who made their last stand at Osaka Castle.

Efforts were then directed towards the readjustment and consolidation of the various administrative system and institutions, with the result that the Bakufu was placed on foundations as secure as could be wished for. The social structure of the Edo Period may be defined as consisting of strata called Kuge (court nobles), buke (warriors), farmers, and choonin (townsmen). The nobles occupied the most exalted social ranks, but had little

Lesson 132

E. Cultural Notes, continued.

political power and economic influence. The warriors, on the contrary, wielded real power and great influence in political and economic affairs; and with the Bakufu as their central authority, there were altogether about two hundred and seventy daimyoo, or feudal lords, with their families, who divided the whole country among themselves as their domains or fiefs, which they governed with the assistance of their retainers or subordinates. Subject to the rule of this military class, the townspeople engaged in trade and industry, and the farmers in agriculture. Thus, the feudal system of Japan was founded and organized. The period of Tokugawa Shoogun prevailed for two hundred and sixty years until the Meiji Restoration.

2. Meiji Restoration

The Meiji Restoration ushered in the dawn of modernization of Japan; it paved the way for Japan's entry into the family of modern nations. In other words, the Restoration of 1868 forms a most conspicuous landmark in the long history of the country.

Lesson 132

E. Cultural Notes, continued.

But the government innovations consequent upon the Meiji Restoration were simply along the lines of restoration of the time-honored government by the Emperor. In March 1868, the Emperor Meiji issued the administrative Oath of Five Articles. The general policy of the government was thus firmly established. In July of the same year, the Emperor visited Edo and changed its name to Tokyo. He returned to Kyoto for a while, but in the spring of the following year settled in Tokyo, which became the capital of the country. Shortly after this, the feudal barons throughout the country returned their status and fiefs to the Emperor's government. Thereupon, the government officially abolished the feudal system and set up a new form of administrative government. Feudalism gave place to centralization of power. Reform after reform was instituted, including the adoption of educational and military systems.

kunshu

ruler; sovereign

ateru

address; direct

tsuushoo

commerce; trade

yuukoo

friendly relations

Lesson 132

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 132

G. Word List

武家政治

buke-seiji

military government

総合

soogoo suru

combine; total

鎖国

sakoku

national isolation;
exclusion of
foreigners

政策

seisaku

policy

つまり

tsumari

in short; to sum up

海外渡航

kaigai tokoo

travel abroad;
foreign tour

入国

nyuukoku

entry, entrance into
a country

自由勝手に

jiyuu katte ni

freely; at will

文明

bummei

civilization

たちおくれる

tachiokureru

lag behind

害をする

gai o suru

harm

自国

jikoku

one's own country

保つ

tamotsu

maintain; keep

提督

teitoku

commodore

君主

kunshu

ruler; sovereign

あてる

ateru

address; direct

通商

tsuushoo

commerce; trade

友好

yuukoo

friendly relations

Lesson 132

G. Word List, continued.

書翰	shokan	letter; correspondence
開港	kaikoo	the opening of a port
-- をせまる	-- o semaru	press for; urge
対等に	taitoo ni	on equal terms
交渉する	kooshoo suru	negotiate
位につく	kurai ni tsuku	to ascend the throne
王政復古	oosei fukko	restoration of Imperial Rule
運動	undoo	movement
ますます	masu masu	more and more
立憲君主政治	rikken kunshu sei-ji	administration by constitutional monarchy

日本歴史(三) (1867-1945)

一八六七年の王政復古と同時に日本は、封建^{ホウケン}

時代の衣^{コロモ}をぬぎ、資本主義^{シヤ}的国家の基礎^{キソ}をきずいた。

そして、五十年足らずで封建^{ホウケン}的^{セイ}制度を改革^{カイカク}し、おくれた

産業を急速^{ソクダツ}に育^{ツグ}て上げて行^イった。世界の人々がおどろいた

のも無理ではなかった。ペリー提督^{タイトク}の来朝^{ライチャウ}当時、

先進国諸国と結^{ムス}んだ通商条約は日本にとっては

非常に不利なものであった。そのため日本はしばしば

それら条約国と交渉^{コウショウ}して、その改正^{カイセイ}を要求したが、

受け入れられなかった。それ以来日本はどんなに正当な

A. Narration, continued.

要求であつても、武力の背景^{ハイケイ}がなければ認められないと考え、

一ずに富国強兵^フと、そのための殖産興業^{シヨクコウ}に全力をそそいだ。

一八九四年から五年にかけて日清戦争^{ニッシン}で支那^{シナ}を破^ヤり、

一九〇四年から五年にかけては、ロシアを満州^{マンシュウ}の野^ノに破^ヤり、

世界の人々をあつと言わせた。第一次世界大戦^{レシゴウ}には、連合国

に加^{カワ}つて参戦^{サンゼン}すると同時に工業的に一大発展をとげた。

この頃^{コロ}から政党政治が發達したが、あまり長く続かず、

一九三一年頃から軍部の支持^{シジ}する政府がつくられた。

そして遂^{ツイ}に第二次世界大戦の惨禍^{サンカ}を招^{マネ}き、歴史

Lesson 133

C. Guide A. Narration, continued.

始
ま
っ
て
以
来
日
本
は
初
め
て
外
国
の
武
力
に
屈
し
た
。

1. Topic: 日本国史の発展とその影響

a. Converse with your classmate on the following topics in Japanese.

(1) Restoration of Imperial rule

(2) Why Japan took the measure of strengthening military strength of a state.

2. Exercise: 日本国史の発展とその影響

(1) With the restoration of Imperial rule,

(2) No matter how justifiable your demand

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

(3) The commercial treaties that Japan concluded

Lesson 133

B. Audio-Lingual Drill

日本語で次の質問に答えてください。

1. 王政復古は何年にありましたか。
2. 王政復古と同時に日本はどうしましたか。
3. ペリー提督^{テイ トク}の来朝当時日本が外国と結んだ通商条約はどうでしたか。
4. そのため日本はどうしましたか。
5. 日本はなぜ富国強兵^{フコクキョウヘイ}に全力をそそぎましたか。
6. 日清戦争^{ニッシン}は何年から何年にかけてありましたか。
7. 日清戦争^{ニッシン}で日本はどの国を破^{やぶ}りましたか。
8. 一九〇四年から五年にかけて、日本はどこと戦いましたか。
9. 第一次世界大戦に日本はどうしましたか。
10. 日本の政党政治はいっから始まりましたか。
11. 軍部の支持する政府がつくられたのは何年頃ですか。
12. 第二次世界大戦で日本はどうなりましたか。

Lesson 133

C. Guide for Free Conversation and Exercise

1. Topics:

a. Converse with your classmate on the following topics in Japanese.

(1) Restoration of Imperial rule.

(2) Why Japan took the measure of wealth and military strength of a state.

2. Exercise:

a. 次の文章を日本語に訳してください。

(1) With the restoration of Imperial rule, Japan built the foundation of a capitalistic nation.

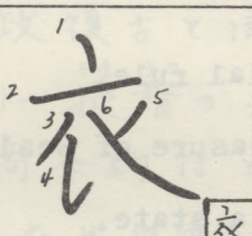
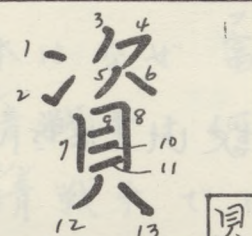
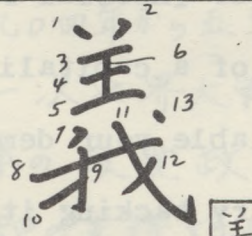
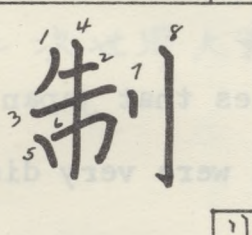
(2) No matter how justifiable your demand may be, if you have no military backing it won't be recognized.

(3) The commercial treaties that Japan concluded with advanced nations were very disadvantageous for Japan.

Lesson 133

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
728 衣		イ <u>ころも</u>	I: <u>Koromo</u> : robe; clothes
729 次 貝		シ	<u>SHI</u> : riches; capital 資本 <u>shihon</u> : capital; fund
730 主 義		キ	<u>GI</u> : right; justice 主義 <u>shugi</u> : ism; principle 資本主義 <u>shihon shugi</u> : capitalism
731 制		セイ	<u>SEI</u> : system 制度 <u>seido</u> : system
育	See Les 79	イク <u>そだ(てる)</u>	IKU: <u>soda(teru)</u> : to raise; to nurture; to rear; bring up

Lesson 133

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
加	See Les 114	カ くわ(える) <u>くわ(わる)</u>	KA: addition kuwa(eru): to add (v.t.) <u>kuwa(waru)</u> : to join
参	See Les 54	<u>サン</u> まい(る)	<u>SAN</u> : three (3); join mai(ru): to go; to come; to pay homage; to visit <u>参戦</u> する <u>sansen suru</u> : to enter the war; to participate in the war

Lesson 133

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) リッ ケン クン シュ セイ シ

(2) オウ セイ フ ッ コ

(3) ジ ユ ウ カ ッ テ ニ ユ ル す。

(4) ^ヤ金貨国 セ イ サ ク を タ モ つ。

(5) 明治天皇が ミ ク ラ イ に つ か れ ま し た。

(6) フ ヲ ケ の 軍 政 期 間 を ソ ウ ゴ ウ

すると 七百年 近く 続きました。

Lesson 133

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 王政復古と 同時に 日本は

封建時代の 衣 をぬぎすてました。

(2) 日本は 第一次世界大戦 には

連合国 に 加 っ て 参戦 した。

(3) 資本主義 の 国 家

(4) 子供を 育 てるのは 大変です。

(5) 新しい 教育制度 が しかれました。

Lesson 133

E. Cultural Notes

1. The Meiji Era (1868-1912)

In 1885 the modern cabinet system was put into practice. Ito, Hirobumi was appointed the first Prime Minister of Japan. Then, the year 1888 saw the completion of the Japanese Constitution.

Chief among important events in the Meiji Era were the two wars Japan fought--one with China and the other with Russia, and Japan emerged victorious in both wars. The fact that Japan emerged victorious from these two wars was instrumental in elevating her international standing and in accelerating the development of her capitalistic structure.

In the earlier decades of the Meiji Era, the nation was busy acquiring new knowledge and skill from Occidental countries in the different fields of politics, economics, and science. In due time there appeared many who proceeded to assimilate the imported knowledge with their unique national temperament and needs, and to carry on researches along original or creative lines of their own. Brilliant discoveries in medicine and surgery,

Lesson 133

E. Cultural Notes, continued.

notable inventions in the manufacture of arms and ammunition, and other triumphs were achieved. The study of Japanese and Chinese classics, which had for a time suffered sad neglect, was revived with energy.

2. The Taishoo and Shoowa Era (1912-)

In July 1912 Emperor Meiji passed away and Emperor Taishoo ascended the throne. Under the reign of the new emperor, Japan's influence was further expanded. The year 1914 saw the outbreak of World War I. As an ally of Great Britain, Japan sided with the Allied Powers. The international position of Japan as one of the victor nations went up higher; Japan was now among the "Big Five" of the world.

After the war, conferences were held and treaties signed with a view of securing peace in the world. At the Versailles Peace Conference in 1919 a new peace instrument was set up. This was the League of Nations. Japan became a member of the Council of the League. In 1921 a conference was held in Washington and two treaties were concluded on that occasion--the Four-Power Pact pertaining to the

Lesson 133

E. Cultural Notes, continued.

Pacific Islands and the Nine-Power Treaty in regard to China.

Emperor Taishoo passed away in 1926 and the present emperor acceded to the throne; Japan was now in the era of Shoowa. The Anti-War Pact was signed in Paris in 1928. Two years later the Naval Disarmament Conference was held in London. Then in 1932 another armament limitation conference took place--this time in Geneva. Japan took part in all these conferences, and signed all the treaties involved.

Prior to the Geneva Conference Japan had had a clash with China. In 1932 Japan helped Manchuria gain its independence, thereby extending her influence in that part of Asia. In 1937 the clash of interests developed into a definite armed conflict between Japan and China. This was a unilateral action on the part of Japan. Naturally enough, it provoked the opposition of the United States and Great Britain and ultimately led to the Pacific War. The war ended in a crushing defeat of Japan and landed the nation in a very sorry plight.

Lesson 133

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 133

G. Word List

--と同時に	-- to dooji ni	at the same time; simultaneously with
封建時代	hooken jidai	feudal age
衣をぬぐ	koromo o nugu	take the robe off; change from ---
資本主義的	shihon shugi- teki	capitalistic
政党政治	seitoo seiji	party politics
きつく	kizuku	build
改革する	kaikaku suru	reform
急速に	kyuusoku ni	rapidly; swiftly
育て上げる	sodateageru	bring up; train; educate
来朝	raichoo	arrival in Japan
先進国	senshinkoku	advanced nations
通商条約	tsuushoo jooyaku	commercial treaty
不利な	furi na	disadvantageous
しばしば	shibashiba	often
交渉	kooshoo	negotiation
改正	kaisei	revision; amendment
受け入れる	ukeireru	accept; comply with
正当な	seitoo na	justifiable; fair

Lesson 133

G. Word List, continued.

参戦する	sansen suru	participate in war
一ずに	ichizu ni	with all one's heart; whole-heartedly
富国強兵	fukoku kyoohei	wealth and military strength of a state
殖産	shokusan	increase in pro- duction
興業	koogyoo	industrial enterprise
全力をそそぐ	zenryoku o sosogu	do one's best
日清戦争	nisshin sensoo	Sino-Japanese War
支那	shina	China
破る	yaburu	beat; defeat
満州	manshuu	Marchuria
野	no	field
あつと言わせる	atto iwaseru	astonish
連合国	rengoo-koku	allied nations
加わる	kuwawaru	join

Lesson 133

G. Word List, continued.

軍 部

支 持 す

惨 憫

屈 する

gumbu

shiji suru

sanka

kussuru

military

support

terrible disaster;
crushing calamity

yield; submit to;
bow to

A. Narration

日本歴史(四)

終戦後 (1945-1965)

一九四五年九月終戦と同時に、日本は

連合軍^{レン}の占領^{センリョウ}下におかれた。連合国最高司令官は、

ポツダム宣言^{センゲン}に基づいて、華族^{カゾク}制度の廃止^{ハイシ}、財閥^{サイバツ}の解体、

農地改革^{カイカク}、教育制度の改革^{カイカク}、司法制度の改革、婦人の

解放などの指令を次々と日本政府に出し、間接に政治

を行なった。ポツダム宣言^{センゲン}と言うのは、簡単に言えば、

日本において、一、軍国主義の除去^{ジョキョ}、二、戦争犯罪人^{シサイ}の

処罰^{シヨバツ}、三、民主主義の確立、そのための思想と言論^{ロシ}の

自由、ならびに基本^キ的人権のそんちよう、四、これらの改革^{カイカク}を

A. Narration, continued.

保証^{シヨウ}するための日本^{セリヨウ}占領^{セリヨウ}という事である。

又一九四七年に^{ハツブ}発布^{ハツブ}された新憲法によって、天皇は

日本国の象徴^{シヨウキョウ}とされ、主権は国民の手にわたされた。

日本は終戦と同時に^{チウセン}朝鮮^{チウセン}、^{タイワン}台湾^{タイワン}、^タその他の^{リョウチ}領地^{リョウチ}を

失^{ウシ}ない、北海道、本州、四国、九州と、それらに付ぞくする小さな

島々だけになってしまった。そのため^{キョウジキ}経済^{キョウジキ}的に一時は苦しんだが、

軍事費^ヒがほとんどいらぬ事、アジア地域内の事変のぼつぱつ

などのため産業、特に工業が非常に盛んになって、国民の

生活程度も大いに^{コウ}向上^{コウ}して来た。

A. Narration, continued.

一九五一年サンフランシスコで平和条約が結ばれて、
日本も独立国として認められ、国連にも参加した。ソ連とは
まだ平和条約は結ばれていないが、事実上はソ連は日本を
独立国と認めている。日本はこれからもなお、民主主義国家の
完成に努力すると同時に、世界平和のためにつくそうとして
いる。

Lesson 134

B. Audio-Lingual Drill

日本語で次の質問に答えなさい。

1. 第二次世界大戦は何年に終わりましたか。
2. 終戦と同時に日本はどうなりましたか。
3. 連合国最高司令官はどんな事をしましたか。
4. どんな指令が出されましたか。
5. 華族制度はどうなりましたか。
6. 財閥はどうなりましたか。
7. その他どんなに変わりましたか。
8. ポツダム宣言というのは簡単に言えばどんな事ですか。
9. 新憲法はいつ発布されましたか。
10. 新憲法によって天皇の地位はどうなりましたか。
11. 主権は国民の手にわたされたのですか。
12. 日本は終戦と同時にどんな領地を失いましたか。
13. 経済的にはどうでしたか。
14. 今日ではどうですか。
15. なぜ国民の生活程度が向上して来ましたか。

Lesson 134

B. Audio-Lingual Drill, continued.

16. 平和条約は いつ、どこで 結ばれましたか。
17. 日本は 今日 独立国と ^{ミト}認められていますか。
18. ソ連と 平和条約 を 結びましたか。

Lesson 134

C. Guide for Free Conversation and Exercise

1. Topics:

a. Converse with your classmates on the following suggested topics in Japanese.

- (1) The Potsdam Declaration.
- (2) Social change as declared by the Supreme Commander.
- (3) New Constitution.
- (4) Post-war Economic Conditions.

2. Exercise:

(a) Match the words in Column (A) with those of Column (B) and insert the letters of Column (B) in the proper spaces provided in Column (A).

Column A

Column B

- | | | |
|----------|-----|-----------------------|
| 1. 軍国主義 | () | a. agrarian reform |
| 2. 戦争犯罪人 | () | b. democracy |
| 3. 民主主義 | () | c. independent nation |
| 4. 財閥 | () | d. peerage system |
| 5. 農地改革 | () | e. peace treaty |
| 6. 基本的人権 | () | f. militarism |
| 7. 華族制度 | () | g. sovereignty |

Lesson 134

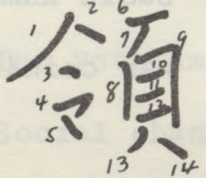

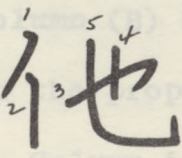
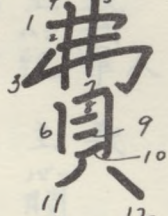
C. Guide for Free Conversation and Exercise, continued.

Column A		Column B
8. 平和条約	()	h. financial combines
9. 主 権	()	i. basic human rights
10. 独立国	()	j. war criminal
KI: motozu(ku): be based on kihonteki: 基本的 basic		其 基 shi: thought shiso: 思想
TA: the other ta no: 他 no other		其 他 shi: thought shiso: 思想
HI: expense tavi (tan): to expend gunkin: 軍費 military expense		其 費 shi: thought shiso: 思想
SHI: direction yubi: finger shi: 指示 directive		其 指 shi: thought shiso: 思想

Lesson 134

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
732 領	 頁	リョウ	<u>RYOO</u> : possession 占領下 <u>senryooka</u> : under the occupation 占領(する) <u>senryoo(suru)</u> occupation (v.t.) 領地 <u>ryoochi</u> : territory
733 基	 土	キ もとず(く)	<u>KI</u> : motozu(ku): be based on 基本的 <u>kihonteki</u> : basic
734 他	 イ	タ	<u>TA</u> : the other 他の <u>ta no</u> : other
735 費	 貝	ヒ つい(やす)	<u>HI</u> : expense tsui (yasu): to expend 軍事費 <u>gunjihi</u> : military expense
指	Les Les 130	シ ゆび	<u>SHI</u> : direction yubi: finger 指令 <u>shirei</u> : directive

Lesson 134

D. Exercise in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
連	See Les 73	レン つら(なる) つ(れる)	REN: tsura(naru): be connected; stand in rows tsu(reru): to take along; be accompanied 連合国 rengoôkoku: allied nations ソ連 soren: U.S.S.R. 国際連合 Kokusairengoo: U.N.
去	See Les 119	キョ コ ヤ(る)	KYO: the past KO: sa(ru): to leave 除去する jokyo suru: to remove; get rid of
思	See Les 23	シ おも(う)	SHI: thought omo(u): to think 思想 shisoo: thought; conception
失	See Les 66	シツ うし(なう)	SHITSU: ushi(nau): to lose

Lesson 134

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) シホン シュギ

(2) ^{リン}連合国に クワツ って サンセン した。

(3) 新しい セイド が しかれました。

(4) 子供を ソダ てるのは むずかしい事です。

(5) フロモ を ぬいた。

Lesson 134

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 基本的人権

(2) 日本は 連合国 の 占領 下におかれました。

(3) 軍国主義 は 除去 された。

(4) 思想 と 言論 の自由が 許 された。

(5) 日本は 終戦と同時に、朝鮮やその他の 領地 を 失 った。

(6) 色々の 指令 が 日本政府に出された。

(7) 軍事費 が いらなくなった。

Lesson 134

E. Cultural Notes

1. Occupation of Japan (1945-1952)

General MacArthur, who, as the Supreme Commander for the Allied Powers, had the primary responsibility for carrying out the terms of surrender, adopted a more moderate and less primitive policy than some of the Allies, especially the Soviet Union, favored. In the administration of the country he preferred to act through the Japanese civil authorities, and he introduced reforms gradually. In the exercise of his authority, General MacArthur was advised by the Allied Council for Japan in Tokyo composed of the United States, Great Britain, Nationalist China, and the Soviet Union, and he acted under nominal supervision of Eleven-nation Far Eastern Commission in Washington, D.C.

The demobilization of the Imperial Army, Navy, and Air Force under the supervision of the Allied troops was completed by early 1946. Political reform began in late 1945. In October SCAP issued the directive on civil liberties which came to be known as the "Bill of Rights." It abolished the central police system, released political prisoners, and removed restrictions on civil liberties.

Lesson 134

E. Cultural Notes, continued.

The directive was followed by a revival of political parties, among them the Communist Party, now legal for the first time. The new constitution became effective on May 3, 1947.

The 1947 Constitution established a parliamentary system of government, the highest organ of which was a popularly elected bicameral Diet. The Emperor was retained as titular head of the State, but sovereignty was transferred from him to the people.

Two land reform bills were passed by the Diet in October 1946. They required large landowners to sell land to the government, which redistributed it to tenants at moderate prices. More than three million farmers obtained some five million acres of land. Police and educational reforms were introduced in 1947.

The punishment of those responsible for leading the country into war was called for by the Potsdam Declaration, and the International Military Tribunal for the Far East, composed of representatives of the Eleven Allied States, was established in Tokyo in Jan. 1946. It tried and sentenced to death or imprisonment 28 high

Lesson 134

E. Cultural Notes, continued.

Japanese officials--among them, General Tojo--for having plotted the war.

The Communist takeover in China in 1949 impressed the United States with the need to hasten Japan's economic recovery and to encourage the consolidation of a stable political order. The Communist invasion of the Republic of Korea in 1950 heightened the sense of urgency, and the United States increased its economic assistance and formally included Japan in its northwestern Pacific defense perimeter.

Japan was helped in 1950 to organize a police reserve of 75,000, as an auxiliary to the regular police, which became the nucleus of the National Self-Defense Force with sea and air as well as land units.

The peace treaty was signed at San Francisco on September 8, 1951 by 48 allied nations and Japan over the objections of the Soviet bloc nations, which refused to sign it. Under the Treaty, which came into effect on April 28, 1952, Japan was restored to the exercise of its sovereignty; it renounced claims to its overseas possessions inclusive of the Kurile Islands and southern Sakhalin

Lesson 134

E. Cultural Notes, continued.

(occupied by the Soviet Union since 1945), and it agreed to the United States trusteeship over the Ryuukyu and Bonin islands.

The Treaty was followed by Japan's signing the Security Treaty with the United States on September 8, 1951, which authorized American bases in Japan and the stationing of American troops there.

2. After 1952

In the nine years since the signing of the Peace Treaty, Japan has resumed its place as one of the great industrial nations of the world. Its people enjoy a higher income than they have ever known and for the first time are themselves buying in significant quantity the consumers' goods their factories once made almost solely for export.

The country remains closely allied to the United States and committed to the free world. At every point, however, there are qualifying factors. Japan's burgeoning industry must depend for its raw materials on foreign sources, and it must export to survive. This independence is perilous in a world in which market fluctuations are

Lesson 134

E. Cultural Notes, continued.

unpredictable and trade barriers are used as political weapons. The rise in income has not brought any general sense of economic security, and relatively few people seem to feel that they can rely on today's prosperity

The dominant conservative party must contend with a hypercritical and often hostile press and a determined Leftist opposition which has shown its ability to organize massive and violent public protest against fundamental conservative policies. One such policy has been the military arrangements with the United States. There is, moreover, widespread neutralist sentiment and an increasing desire to establish closer economic and political relations with Communist China and the Soviet Union. Whatever the future may bring, Japan may be expected to assert itself more and more actively in the international area.

Lesson 134

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 134

G. Word List

連合軍

rengoogun

allied troops

占領下におかれる

senryooka ni
okareru

be placed under
occupation

最高司令官

saikoo shireikan

supreme commander

ポツダム宣言

potsudamu sengen

Potsdam Declaration

基 づく

motozuku

be based on

指 令

shirei

directive

間 接に

kansetsu ni

indirectly

軍国主義

gunkoku shugi

militarism

除 去

jokyo

removal; elimination

戦争犯罪人

sensoo hanzainin

war criminal

処 罰

shobatsu

punishment; penalty

確 立

kakuritsu

establishment

民主主義

minshu shugi

democracy

思 想

shisoo

thoughts

基本的人権

kihonteki jinken

fundamental human
rights

そんちよう

sonchoo

respect; esteem

保 証す

hoshoo suru

guarantee

発 布す

happu suru

promulgate; publish

Lesson 134

G. Word List, continued.

憲 法	kempoo	constitution
主 権	shuken	sovereignty
占 領 地	senryoochi	occupied territory
失 なう	ushinau	lose
軍 事 費	gunjihi	military expense
象 徴	shoochoo	symbol
台 湾	taiwan	Formosa
そ の 他 の	sonota no	other
事 変	jihen	incident
ぼっ はっ	boppatsu	outbreak
平 和 条 約	heiwa jooyaku	peace treaty
独 立 国	dokuritsu-koku	independent nation
認 め る	mitomeru	recognize
国 連	kokuren	United Nations
ソ 連	soren	Soviet
事 実 上 (は)	jijitsujoo(wa)	actually; in reality
努 力 す る	doryoku suru	endeavor
平 和	heiwa	peace
つ く す	tsukusu	serve; endeavor; made efforts

Lesson 134

G. Word List, continued.

付ぞくする	fuzoku-suru	be annexed to, belong to
華族制度	kazoku seido	peerage system
廃止	haishi	abolition
財閥	zaibatsu	financial combines
解体	kaitai	dissolution
農地改革	noochi kaikaku	farm-land reform; agrarian reform
司法制度	shihoo seido	judicial system
婦人	fujin	women
解放	kaihoo	emancipation
次々と	tsugi tsugi to	one after another

A. Narration

宗教(一)——^{シン トウ}神道

日本も遠い昔は原始的な宗教で、太陽や月、山や川、木や石、その外動物や作物を対象とした自然崇拜、精霊崇拜などが行なわれた。しかし、部落の共同生活が進むにつれて、共同の祖先を神として祭る祖先崇拜が行なわれる様になった。祭は部落のかしらがつかさどる事になり、神を祭る事が部落民を治める政治の役目をしていた。各部落が国家として統一されてくると、各部隊の多くの神々も統一されて、日本民族の共通の神様も生れた。

A. Narration, continued.

これが天照大神アマテラスオオミカミである。この様な発展とともに、次第に神社や

儀式ギも整トえられて、神道シントウと名づけられる様な宗教になっていった。

奈良時代になると、日本固有コエラの神道と仏教とを

習合シウワツする神仏習合宗教思想が起り、明治初年まで続いた。

つまり、神の本身ホトケは仏ホトケであり、その反対に仏ホトケの本身は神

であると考えられた。明治維新イの初め頃、神儒シンジュ仏三教一致の

教えである金光教コンミツキョウ、天理教、大社教などの教派キョウハ神道が

起った。又有名な社寺への参拝も盛んになり、ことに

伊勢参宮イセサンミヤは最も盛んで、国民は皆一生のうち一度は

Lesson 135

A. Narration, continued.

参^{サン}宮^{グウ}を遂^トげたいと念^{ネン}願^{カン}した。又農村では、氏^{ウジ}神^{カミ}に

家内安全、豊^{ホウ}作^{サク}などを祈^{イノ}るという様に、村人の生活は氏^{ウジ}神^{カミ}、

鎮^{チン}守^{ジュ}の神^{カミ}の信仰^{シンコウ}と深く結^{ムス}びついていた。今日^{コンニチ}でも氏^{ウジ}神^{カミ}の

祭^{マツリ}礼^{レイ}は全国的に行なわれている。

鳥居^{トリイ}は神社^{シンジャ}の象^{シヨウ}徴^{テウ}で、各神社には一つ又はそれ

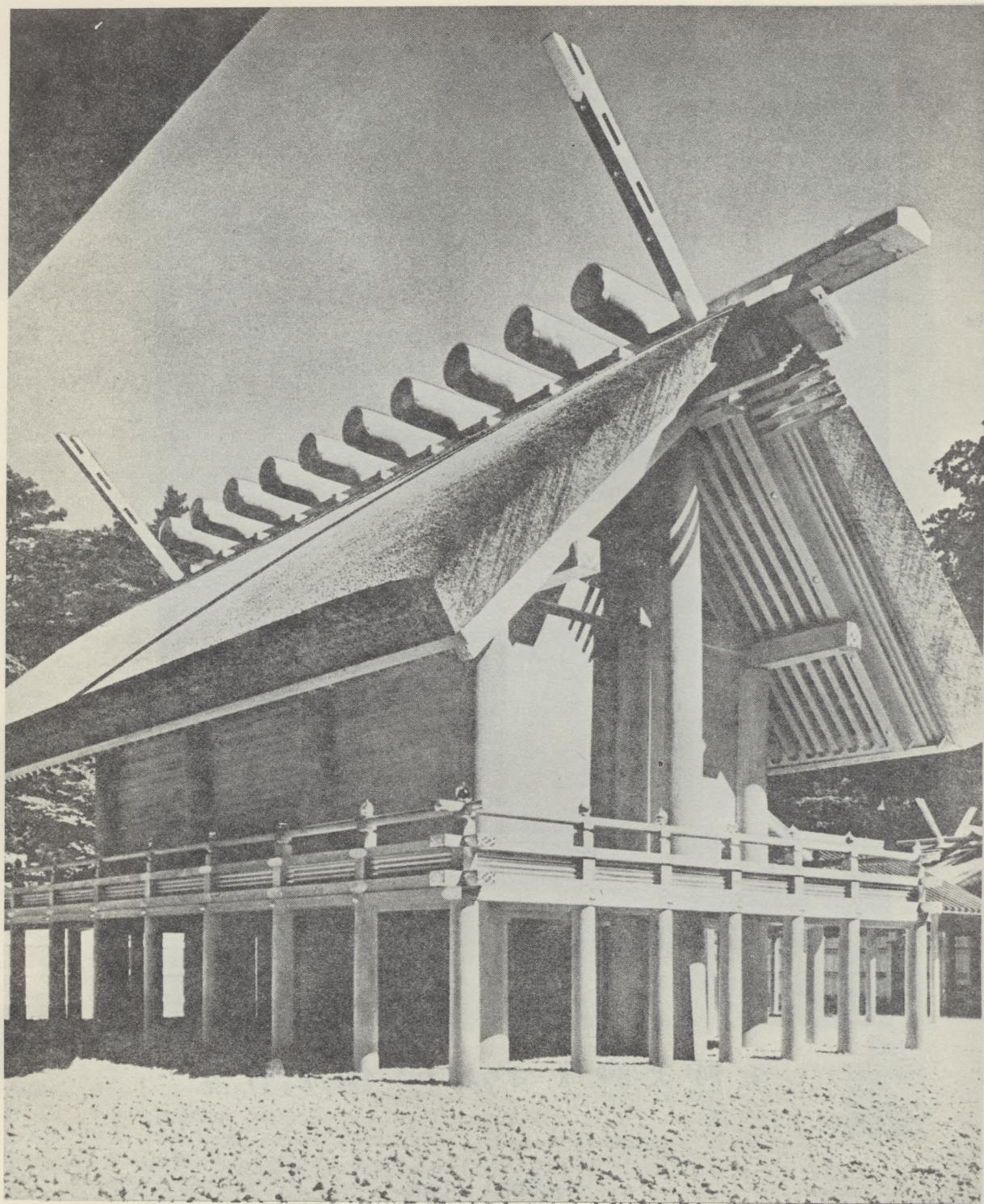
以上の鳥居がある。



靖国神社



明治神宮



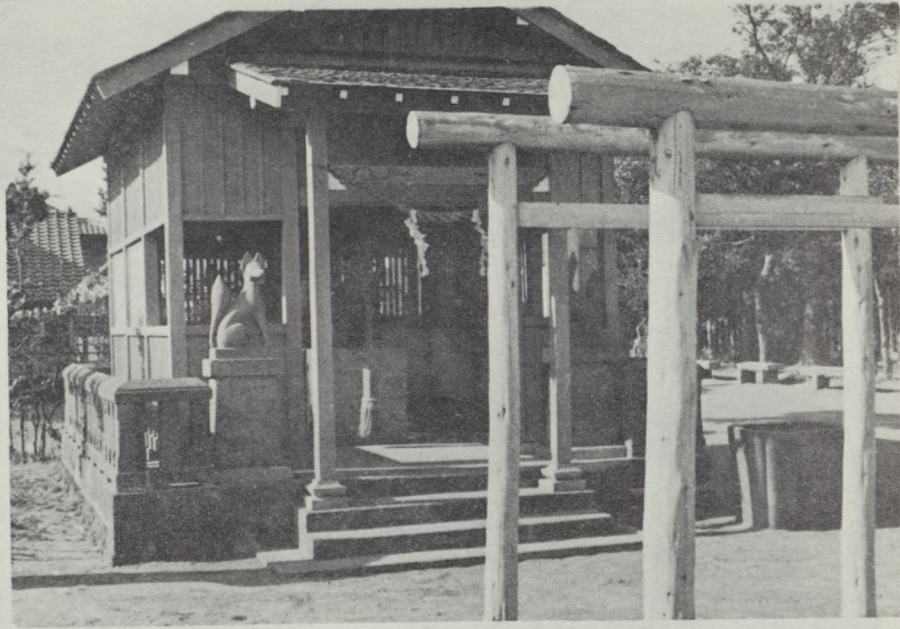
伊勢神宮



天照大神をまつている伊勢神宮



三河
稲荷神社



稻荷神社





*PROCESSION of the Thousand Persons at Nikko.
For this festival the spirits of Shinto deities are
carried in palanquins to the Toshogu Shrine, where
offerings are made and a sacred dance is performed.*

Lesson 135

B. Audio-Lingual Drill

日本語で次の質問に答えなさい。

1. 日本では遠い昔は、どんな宗教が行なわれていましたか。
2. 自然崇拜、精霊崇拜では、どんな物が対象とされましたか。
3. 部落の共同生活が進むにつれて、どんな事が行なわれる様になりましたか。
4. 祭はだれがつかさどる様になりましたか。
5. 神を祭る事は、どんな役目をしていましたか。
6. 日本民族の共通の祖先神は、だれでしたか。
7. 奈良時代になると、どんな宗教思想が起りましたか。
8. この思想によると、神と人の関係はどうですか。
9. 教派神道とは、どんな神道ですか。
10. 氏神にはどんな事を祈りますか。
11. 鳥居というのは何ですか。

Lesson 135

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics in Japanese with your classmates.

(1) Objects of worship in Shintoism.

(2) Different types of shrines.

(3) Different types of Shintoism and their origin.

2. Exercise:

a. Interpretation Exercise: Person A (American) asks questions in English, Person B (Interpreter) translates it into Japanese, Person C (Japanese) answers in Japanese, and Person B again translates it back into English.

(1) Q: In the olden days what kind of worship was practiced?

A: 自然^{ソウ}崇拜^{ホウ}や 精霊^{スウ}崇拜^{ホウ}が行なわれていました。

(2) Q: What were the objects of worship?

A: 太陽や月、山や川、木や石、その他動物や作物を対象とした^{スウ}崇拜^{ホウ}が行なわれていました。

Lesson 135

C. Guide for Free Conversation and Exercise, continued.

(3) Q: What was the common god of the Japanese race?

A: ^{アマテラスオホミカミ}天照大神でした。

(4) Q: What is a torii?

A: 神社の^{シンウチウ}象徴です。各神社には一つまたはそれ以上の鳥居があります。

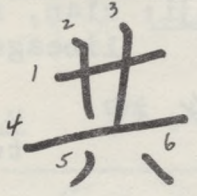
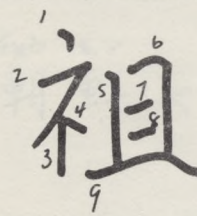
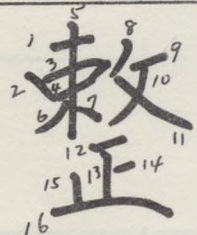
(5) Q: What is the most developed Shintoism?

A: ^{ウジ}氏神を中心とする神社^{シントウ}神道が最も発展しています。

Lesson 135

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
736 共		キョウ とも	<u>KYOO</u> : Abbrev. for communism; together tomo: (sign of plural) 共同生活 <u>kyoodoo seikatsu</u> : collective life; cooperative life
737 祖		ソ	<u>SO</u> : ancestor; grandfather; origin; beginning 祖先 <u>sosen</u> : ancestors
738 敕正		セイ ととの(える)	<u>SEI</u> : <u>totono(eru)</u> : to put things in order; make ready; to perfect
始	See Les 41	シ はじ(める)	<u>SHI</u> : <u>haji(meru)</u> : to begin; to start 原始的 <u>genshiteki</u> : primitive; primeval
ニム ノ	See Les 78	チ ジ おさ(める)	<u>CHI</u> : <u>JI</u> : <u>osa(meru)</u> : to govern; to rule; to manage; to pacify; to subdue

Lesson 135

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
氏	See Les 131	シ <u>うい</u>	SHI: <u>uji</u> : clan, family; lineage; surname 氏神 <u>ujigami</u> : tutelary deity

Lesson 135

D. Exercises in Writing System, continued.

2. Exercise:

a. Write the underlined parts in Kanji.

(1) _____ 人権
キ ホン テキ

(2) _____
グン ジ ヒ

(3) ^{チョウ セン}朝鮮や その _____ の _____ を
タ リョウ ケ

_____ った。
ウ シ ナ

(4) _____
レン ゴウ コク

(5) _____
シ レ イ

(6) _____ の 自由。
シ ソ ウ

Lesson 135

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 共同 の 祖先 を 神として 祭りました。

(2) 氏神 を 中心とする 神社神^{トウ}道^{ドウ}が

最も 発展 しています。

(3) 自然 崇拜 は 原始的 な 宗教 です。

(4) 国 を 治める 。

(5) 儀式 を 整える。

Lesson 135

E. Cultural Notes

1. Shintoo:

Shintoo developed from the native worship of nature and natural phenomena. Objects of worship were referred to as "Kami," which means "above" or "superior." Chief among them were the sun, moon, mountain peaks, and various unusual natural objects. The "Kami" concept passed through three stages--from a pre-animistic worship of an object for its own sake, to typical animism wherein certain objects of phenomena are regarded as controlled by indwelling spirits, to a higher level on which innumerable nature spirits are regarded increasingly as having the characteristics of man. On this level there appeared the early deification of legendary or historical heroes and the related ancestor worship. It is not definitely established that the latter was attributable to Chinese influence, although it is common to both peoples.

The worship of the Sun Goddess, Amaterasu Oomikami, in the early historical period, was converted to worship of her direct descendants--the members of the Imperial Family. The several clans or tribes also had their local and

Lesson 135

B. Cultural Notes, continued.

particular deities who were worshipped as the fore-fathers of their respective clan chieftains.

The Jinja which belonged to the state Shintoo were maintained at the expense of the central or prefectural governments, city, town or village authorities, or other public bodies. With the promulgation of the Religion Corporation Ordinance in December 1945, however, official support of these shrines was abolished, and all the shrines are now maintained chiefly by their respective believers.

As of December 1949, there were 87,802 jinja belonging to the non-sectarian Shintoo, with 14,874 priests. The Sectarian Shintoo consists of about 160 sects. Some of the oldest of these are Fusookyoo, Izumo-taishakyoo, Konkookyoo, Tenrikyoo, etc.

Worship in Shintoo consists of obeisances, offerings, and prayers. Obeisance takes the form of a humble bow which lasts for a minute or two. The offerings presented before the altar are primarily food and drink. Formerly cloth was added to these, but eventually a symbolic offering known as gohei came into use, consisting of strips

Lesson 135

E. Cultural Notes, continued.

of paper. These symbolic offerings are attached to a wand or twig of the evergreen sakaki tree and placed before the altar.

2. KAMI

The word KAMI is an indigenous Japanese term which is written with the Chinese character 神. In combination with other characters, this is pronounced SHIN or JIN. Thus we have the word SHINTOO (神道) that is KAMI Way and JINJA (神社) that is KAMI Dwelling. It is generally customary to translate the ideograph with the words GOD or DEITY in the singular or plural form. However, at times such translation as "divine" or "sacred" is more appropriate.

Among the objects or phenomena designated as KAMI are the qualities of growth, fertility, and production; natural phenomena such as wind, thunder; natural objects such as the sun, mountains, rivers, trees and rocks; some animals; and ancestral spirits of the land, occupations, skills; the spirit of national heroes, men of outstanding deeds or virtues and those who have contributed to

Lesson 135

E. Cultural Notes, continued.

civilization, culture, and human welfare, those who have died for the state or the community, and the pitiable dead. Not only spirits superior to man, but even some that are regarded as pitiable and weak have, nonetheless, been considered to be KAMI in some instances. In modern Shintoo, however, all KAMI are conceived in a refined sense to be spirits with nobility and authority. It includes the idea of justice, order, and divine favor (blessing) and implies the basic principle that the KAMI function harmoniously in cooperation with one another and rejoice in the evidence of harmony and cooperation in this world.

In Shintoo there is no absolute deity that is the creator and ruler of all. The creative function of the world is realized through the harmonious cooperation of the KAMI in the performance of their respective missions. Even the progenitor of the Imperial Family, the Sun Goddess, who brightens the world with the virtue of the sun and is commonly regarded as the supreme KAMI of Shintoo, consults the opinion of the other KAMI, calls upon them for help,

Lesson 135

E. Cultural Notes, continued.

and at times makes concessions to them.

There are many points about the KAMI concept that cannot be fully understood, and there is some disagreement even among modern scholars on this subject. The Japanese people themselves do not have a clear concept of KAMI. They are aware of KAMI intuitively at the depth of their consciousness and communicate with the KAMI directly without having formed more definite KAMI-idea conceptually or theologically. The Japanese Shintoo has no founder and has no scripture for the people to read and follow.

祖先	sosen	ancestor
神を祭る	kami o matsuru	to enshrine God; deify
かしら	kashira	chief; leader
つかさどる	tsukasadoru	preside over; take charge of; manage
治める	osameru	rule over; govern
役目をす	yakume o suru	perform a duty; serve for
政治	seiji	affairs of the state
鳥居	torii	the gate of a Shinto shrine

Lesson 135

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

world.

In Shintoo there is no absolute deity that is the creator and ruler of all. The creative function of the world is realized through the harmonious cooperation of the KAMI in the performance of their respective missions. Even the progenitor of the Imperial Family, the Sun Goddess, who brightens the world with the virtue of the sun and is commonly regarded as the supreme KAMI of Shintoo, consults the opinion of the other KAMI, calls upon them for help,

Lesson 135

G. Word List

宗教	shuukyoo	religion
神道	shintoo	Shintoism
原始的な	genshiteki na	primitive
太陽	taiyoo	sun
対象	taishoo	object; subject
崇拜	suuhai	worship
精霊	seirei	spirit; soul
部落	buraku	village; settlement
共同生活	kyoodoo seikatsu	collective life; community life
共同の	kyoodoo no	common; joint
祖先	sosen	ancestor
神を祭る	kami o matsu	to enshrine God; deify
かしら	kashira	chief; leader
つかさどる	tsukasadoru	preside over; take charge of; manage
治める	osameru	rule over; govern
役目をする	yakume o suru	perform a duty; serve for
政治	seiji	affairs of the state
鳥居	torii	the gate of a Shinto shrine

Lesson 135

G. Word List, continued.

共通の	kyootsuo no	common
儀式	gishiki	ceremony
整える	totoonoeru	put things in order
部落民	burakumin	village people
儒教	jukyoo	Confucianism
生じる	shoojiru	create; come about
氏神	ujigami	tutelary deity
鎮守の神	chinju no kami	tutelary deity
天照大神	Amaterasu Oomikami	the Sun Goddess
日本固有の	Nippon koyuu no	native to Japan
習合する	shuugoo suru	to blend and harmonize
神仏習合	shimbutsu shuugoo	blending and har- monizing of the teaching of Buddhism and Shintoism
宗教思想	shuukyoo shisoo	religious ideas
起る	okoru	to come about
明治初年	Meiji shonen	early years of Meiji
本身	honshin	true body

Lesson 135

G. Word List, continued.

民族	minzoku	race, people
仏	hotoke	Buddha
神儒仏三教 一致の	shin-ju-butsu sankyoo itchi no	conformity of three teachings of Shintoism, Confucianism, and Buddhism
教派神道	kyooha shintoo	Kyoocha Shinto; sectarian Shinto
家内安全	kanai anzen	well being of one's family
豊作	hoosaku	good harvest; abundant crop
祈る	inoru	to pray
信仰	shinkoo	faith; belief
祭礼	sairei	festival, rituals
全国的に	zenkokuteki ni	throughout the land
社寺	shaji	shrines and temples
参拝	sampai	worship; visit
伊勢参宮	Ise sanguu	pilgrimage to the Ise Shrine
一生のうち	isshoo no uchi	during one's lifetime
参宮を遂げる	sanguu o togeru	to make a pilgrimage to the Ise Shrine
念願する	nengan suru	to desire; wish for

A. Narration

宗教(ニ)——仏教

仏教は紀元前五世紀頃^ゴインドのシヤカの

説^トいた教えで、すべての人は一定の修行^{シュウギョウ}によって自分^{ワタシ}を

知り、迷い^スを捨てて真実な生活をする事が出来る

というのである。仏教が日本に伝来^{デンライ}したのは六世紀頃^ゴ

だと言われている。聖徳太子^{ショウトクタイシ}は熱心な信者で

大衆^{ダイシュウ}仏教を日本にひろめられた。

大衆^{ダイシュウ}というのは

自分と共に大衆が救^{スク}われる教えであると言われている。

またあの有名な四天王寺^{シモノテウジ}や法隆寺^{ホウリョウジ}を建てられた

のも聖徳太子^{ショウトクタイシ}である。

A. Narration, continued.

その後、仏教は色々の宗派にわかれて発達した。

最澄^{サイケョウ} (762-822) という僧侶^{ソウリョ}が天台宗、弘法大師^{コホボウダイシ} (774-835) が

真言宗^{シンゴン}をひらいて、それを伝えた。法然上人^{ホウネンシヨウジン} (1133-1212) は

浄土宗^{ジョウド}の開祖である。法然上人の弟子^{デシ}であつた親鸞^{シンラン}聖人^{シヨウジン}

(1173-1263) は真宗^{シンシュウ}をひらかれた。坐禅^{ザゼン}によつて静思^{セイシ}し、

みずから悟り^{サト}をひらく信仰^{コウ}である禅宗^{ゼン}は栄西^{エイサイ} (1141-1215) に

よつて伝えられた。十三世紀の中頃、日蓮上人^{ニチレンシヨウジン} (1222-1282) に

よつて日蓮宗^{ニチレン}がひらかれた。

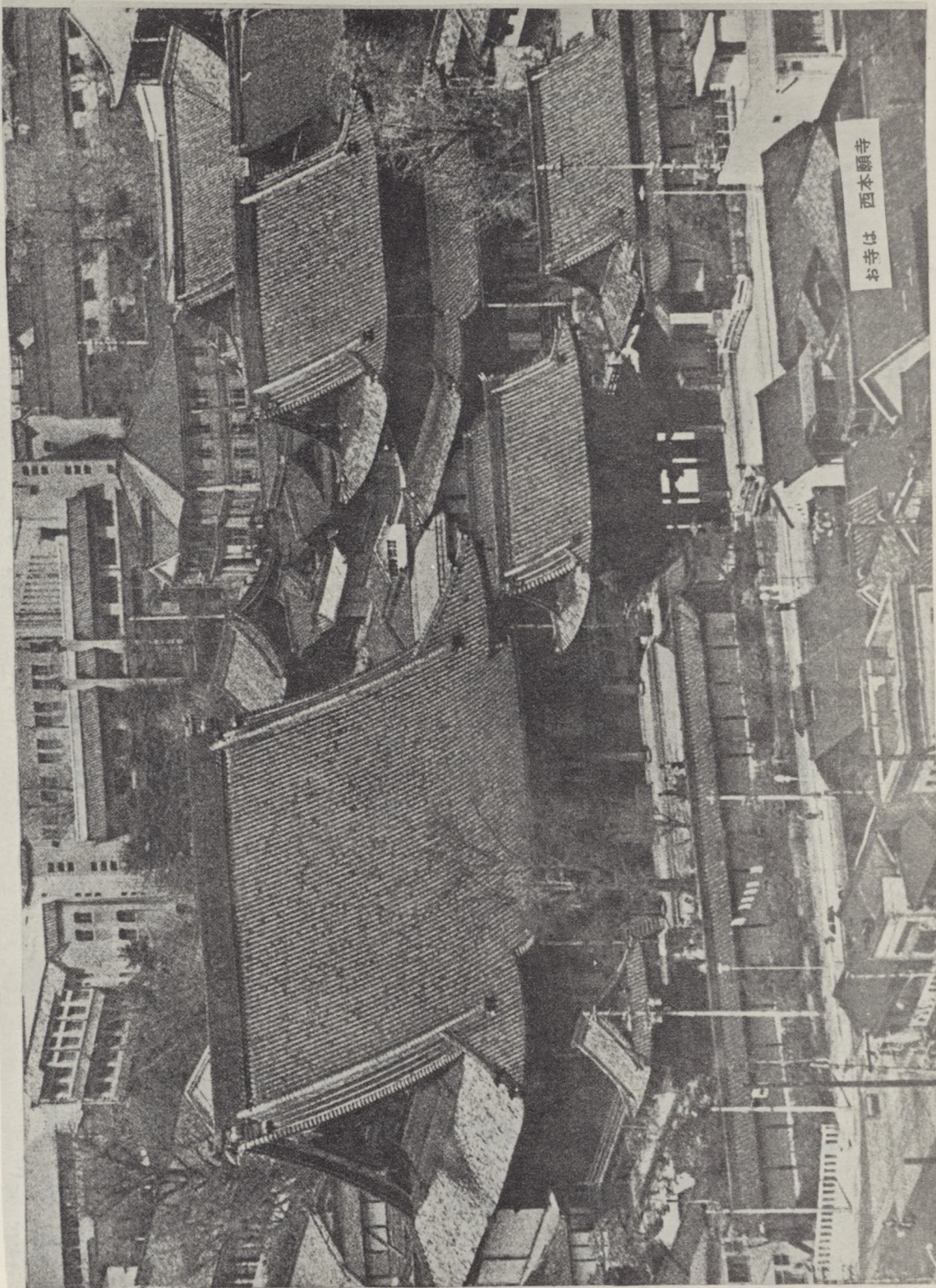
今日、日本では仏教信者の数が七千万ぐらいに

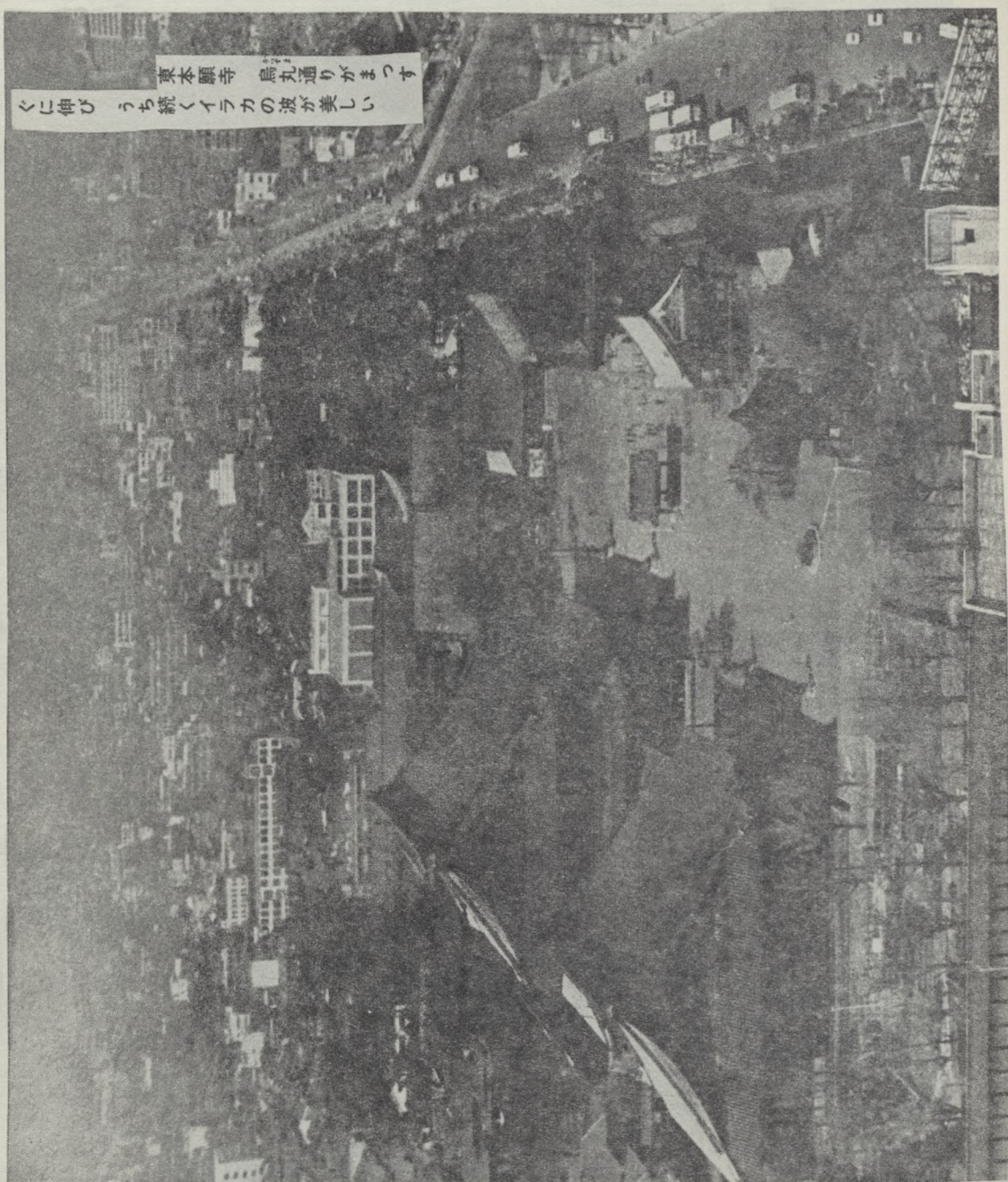
Lesson 136

A. Narration, continued.

及^{オヨ}んでいるが、その内^{ウチ}訳^{ワケ}は日蓮^{ニチレン}系^{ケイ}の二^ニ千^千六^六百^百万^万を筆頭^{ヒツトウ}に、
浄土^{ジョウド}宗^{ソウ}系^{ケイ}（真宗^{シンソウ}をふくむ）の一^一千^千七^七百^百万^万、真言宗^{シンゴン}系^{ケイ}の
二^二百^百万^万、禅宗^{ゼンソウ}の一^一千^千万^万、天台宗^{タイタイソウ}の四^四百^百二^二十^十八^八万^万という事^{コト}に
なる。

大抵^{ダイテイ}の仏教^{ブツキョウ}信者^{シンシャ}の家^{イヘ}には仏^{ブツ}だん^{だん}がそなえてある。





東本願寺 鳥丸通りがまつす
くに伸び うち続くイラカの波が美しい



高野山真言宗さん下の寺々の住職 代表者が相寄り盛装して法会に参加 交代代で毎日 100 人余の僧が出仕 壮麗な宗教絵巻を展開した

第1日 大法会開幕を告げる五所誦経 ご幣納めの儀式





枯草におおわれた荒涼たる風景の
なかで 小さな石像が部落の墓地をじっとまもっていた

Lesson 136

B. Audio-Lingual Drill

日本語で 次の質問に 答えてください。

- (1) 仏教は だれの 説いた 教えですか。
- (2) それは どんな 教えですか。
- (3) 仏教が 日本に 伝来したのは いつ頃ですか。
- (4) ^{ショウ トク タイ シ}聖徳太子は どんな 事を されましたか。
- (5) 大衆 というのは どんな 事ですか。
- (6) ^{リョウ}法隆寺を 建てられたのは だれですか。
- (7) 仏教には どんな 宗派 がありますか。
- (8) 次の 宗派は だれが ひらかれたのですか。

a. 天台宗

b. ^{シン}真言宗

c. ^{ジョウ}浄土宗

d. 真宗

e. ^{ゼン}禅宗

f. ^{リン}日蓮宗

Lesson 136

B. Audio-Lingual Drill, continued.

- (9) ^{ゼン} 禅 宗 は ^{コウ} どんな 信仰 ですか。
- (10) 今日、日本では 仏教 信者の 数が
どのくらい ありますか。
- (11) 次の 宗派 の 信者の 数は どのくらい あり
ますか。
- a. ^{リン} 日 蓮 系
 - b. ^{ジョウ} 浄 ^ド 土 宗 系
 - c. ^{シン} 真 ^{ゴン} 言 宗 系
 - d. ^{ゼン} 禅 宗
 - e. 天 台 系
- (12) 仏教 信者の 家には 何が そなえて ありますか。

Lesson 136

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics in Japanese with your classmates.

- (1) The introduction of Buddhism in Japan.
- (2) The different sects of Buddhism and the priests who propagated them.
- (3) Buddhism in the United States.

2. Exercise:

a. Interpretation Exercise.

1. Q: Whose teaching is Buddhism?

A: 仏教は シャカの 説いた 教えです。

2. Q: When was it that Buddhism was introduced to Japan?

A: 仏教が 日本に 伝来したのは、六世紀頃^{ゴロ}だと言われています。

3. Q: About how many adherents of Buddhism are there in Japan today?

A: 今日、日本では 仏教信者の 数が 六千七百万 ぐらいに 及んでいます。

Lesson 136

C. Guide for Free Conversation and Exercise, continued.

4. Q: What is so-called Greater Vehicle Buddhism?

A: 大衆仏教は自分と共に大衆が^{スグ}救われる教えです。

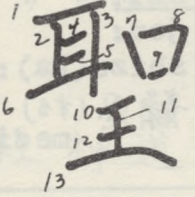
5. Q: Do all the adherents of Buddhism have their own Buddhist shrine?

A: はい、大抵の仏教信者の家には仏壇がそなえてあります。

Lesson 136

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
739 聖王		セイ <u>シヨウ</u>	SEI: SHOO: holy; sacred 親鸞 <u>Shinran Shoonin:</u> 聖人 St. Shinran
説	See Les 48	セツ ゼイ <u>ト(ク)</u>	SETSU: ZEI: <u>to(ku)</u> : to preach; to explain; to persuade
伝	See Les 118	<u>デン</u> った(える)	DEN: tsuta(eru): to transmit; to hand down; to report; to teach 伝来(る) <u>denrai(suru):</u> transmission; introduction(vi)
救	See Les 95	キュウ <u>すく(う)</u>	KYUU: <u>suku(u)</u> : to rescue; to save
言	See Les 16	ゲン <u>ゴン</u> い(う) こと	GEN: word; saying GON: <u>i(u)</u> : to say koto: word 真言宗 <u>Shingonshuu:</u> Shingon sect

Lesson 136

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
静	See Les 45	セイ ジョウ しず(か)	SEI: joo: shizu(ka): quiet 静思(す) <u>seishi(suru)</u> : meditation (v.i.)
内	See Les 35	ナイ ダイ うち	NAI: DAI: <u>uchi</u> : in, inside 内訳 <u>uchiwake</u> : item; itemized account

Lesson 136

D. Exercises in Writing System, continued.

2. Exercises.

a. Write the underlined parts in Kanji.

(1) キョウドウ の ソセン

(2) 神社神道^{ミチ} は ウジガミ を中心

としています。

(3) 自然^{シヤク} スウハイ は ゲンシテキ な

シュウキョウ です。

(4) 国 を オサ める。

(5) へやを トトノ える。

Lesson 136

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) ^{シン}親 ^{ラン}鸞 聖人.

(2) 日本に 仏教 が 伝来 したのは
六世紀 ^{ゴロ}頃です。

(3) 仏教は シャカの 説いた 教えです。

(4) ^ガ坐 ^{ゼン}禅 によって 静思 する。

(5) 真言宗

(6) 心記

(7) 大衆と云うのは 自分と共に 大衆 が
救われる 教えです。

Lesson 136

E. Cultural Notes

1. Buddhism

Buddhism originated in the teachings of Shakya Muni, an Indian ascetic of the sixth and fifth centuries before the Christian era. The Buddha preached a way of life based on self-mastery through all-embracing love, service to others, pursuit of knowledge, and contemplation.

The Scriptures--sutras--of Buddhism were composed by the Buddha's followers in the centuries after his death. Sects developed and his originally simple teachings were elaborated into complex edifices of theology and institutionalized religious practice. By the second century A.D. two main divisions had occurred. Hinayana (SHOOJOO) Buddhism, which retained the founder's emphasis on salvation through personal effort, and Mahayana (DAIJOO) Buddhism, which held out the promise of salvation through the intercession of spiritual beings and the deified Buddha.

Hinayana flourished in Ceylon and parts of Southeast Asia. Carried north and eastward by missionaries and traders, Mahayana became the dominant form in Central Asia, China, Korea, and Tibet and underwent further

Lesson 136

E. Cultural Notes, continued.

development and change in these new environments.

Mahayana Buddhism reached Japan in the mid-sixth century, not as a unified body of doctrine but as a variety of beliefs, rituals, and sectarian claims. The Japanese made modifications of their own, evolving indigenous forms differing from Buddhism in the rest of Asia.

A central core of doctrine, however, is held in common by the different schools and sects of Buddhism in Japan. These beliefs hold that the teachings of Shakyamuni as the founder of Buddhism are the source of truth; that the salvation is the attainment of Buddhahood or perfect enlightenment and liberation from the endless cycle of death and rebirth; and that selfless love, moral living, and meditation are the way to salvation. They accept the spiritual supremacy of the Buddha, of the law as revealed by him, and of the organized church. However, many variations occur in the interpretation of these beliefs, especially in the conception of the Buddha and in the approach to salvation.

Introduction of Buddhism into Japan is usually

Lesson 136

E. Cultural Notes, continued.

dated from 552 A. D. when the Korean king sent an image of the Buddha and some sutras to the imperial court with the recommendation that the Japanese adopt Buddhism as the most excellent of all doctrines. By the middle of the seventh century, Buddhism had been adopted as the state religion, and an imperial edict required all aristocratic households to have Buddhist altars. The initial impact of Buddhism on Japan was as an element in the political rivalry of the elite and as a conveyor of Chinese culture rather than as a religious faith.

Toward the end of the ninth century, two priests, Saichoo and Kuukai (Kooboo-daishi) were sent to China to study. Upon their return, they established respectively the Tendai and Shingon sects. The two sects differed importantly in doctrine, but they shared a predilection for magic and ritual, and they did not restrict the possibility of salvation to the educated but held out hope to the ordinary man. Both sects directly or indirectly influenced most subsequent developments in Japanese Buddhism.

The emergence of a military elite that came with

E. Cultural Notes, continued.

the rise of feudalism in the twelfth and thirteenth centuries ended patrician domination in religion and government and opened the way for popular and evangelical forms of Buddhism to develop. The most popular was Amidaism. It promised salvation simply through faith in Amida Buddha, who established the western paradise or pure land for the blessed. Faith was expressed by repetition of the sacred formula, Namu Amida Butsu. First preached by Saichoo in the ninth century, Amidaism was developed by the Tendai priest Hoonen, who founded the Joodo Sect in 1175. The Shin Sect, an offshoot of Joodo, was established fifty years later by Shinran, a disciple of Hoonen.

The Nichiren Sect, named after its founder, is another evangelical movement of this period. Nichiren attacked all other sects as heretical and proclaimed the Lotus sutra to be the sole course of truth. Nationalistic in outlook, he identified his religious convictions with the welfare of the nation, denouncing the Shogunate in Kamakura not only for patronizing Zen Buddhists but for bringing about a division of political power in the country.

Lesson 136

E. Cultural Notes, continued.

Zen Buddhism, which was taken up by the Samurai of the feudal period, began to flourish after the founding of the Rinzai sect in the early thirteenth century by the Tendai priest Eisai, who studied the doctrine in China. Zen's rejection of both emotionalism and intellectual speculation, in favor of reliance for enlightenment on intuition cultivated by rigorous self-discipline, appealed to the Samurai. Zen monks became advisers to the Shogunate, and Zen monasteries flourished through most of the feudal period as great centers of Chinese classical learning and of domestic and foreign trade.

During the two and a half centuries of peace under the Tokugawa Shogunate, Buddhism was officially recognized as the dominant religion.

The most powerful school has continued to be that of Amida ever since the simple message first popularized Buddhism in the twelfth century. Salvation is attained not by individual effort (jiriki) but by the effort of others (Tariki)--in this case, by Amida Buddha. The Joodo Shin Sect now claims the largest single group of

Lesson 136

E. Cultural Notes, continued.

adherents of Amidaism, and its temples (HongANJI) are active not only at home but in the United States. Of the other Amidaist sects, Joodo also claims many adherents. The Nichiren sect of Buddhism, though only fifth in the number of temples, claims more adherents than any other sect at present. It still exhibits something of the fanatic ardor bequeathed to it in the thirteenth century by its founder. Its long association with nationalism drew many supporters in the 1930's and even more since the end of World War II. For example, the Sooka-gakkai, an offshoot of Nichiren, launched a campaign in 1960 to gain political power and win public support, employing semimilitary tactics.

Zen's continued strength is connected with its long association with the Samurai and later official groups and with its profound influence on the traditional arts. Rather than theological investigation or dependence on a savior (as in Amidaism), Zen's emphasis on self-discipline, meditation, and austerity as the way to enlightenment has had special appeal for the educated and the military reared on the warrior code (bushidoo). Its procedures helped to foster the discipline and courage of the Japanese soldier.

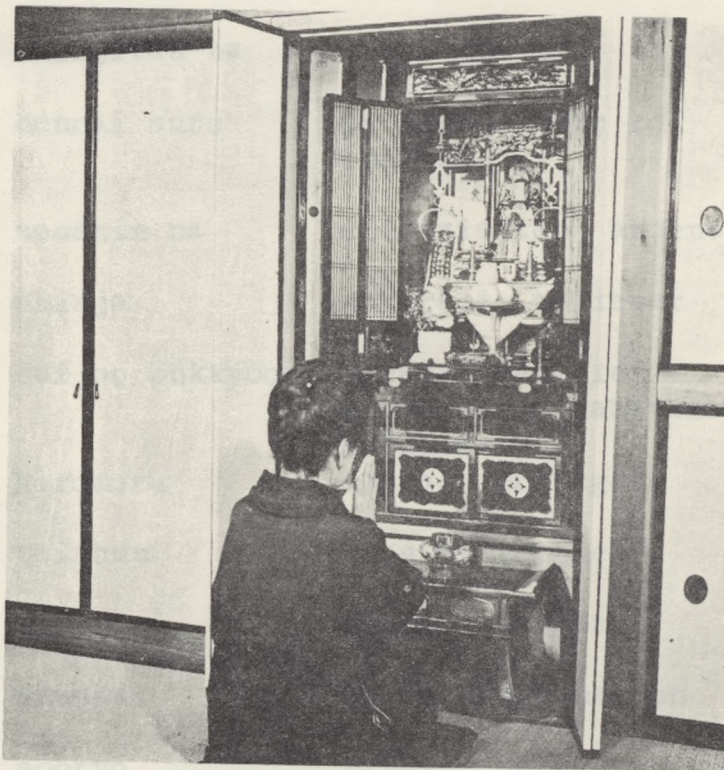
Lesson 136

E. Cultural Notes, continued.

Three Zen schools now flourish--the Sootoo and the Rinzai, which are prominent, and the Oobaku, which is less so.

2. Butsudan

Buddhist Altar: In the innermost room of the house there is a sacred place called the family Buddhist altar. Here the spirits of the family ancestors are enshrined. In the center of the altar a small image of the Buddha is placed. There are, on both sides of it, ancestral tablets on which the Buddhist names of the deceased are written. Usually it is the duty of the housewife to take care of the altar.



Lesson 136

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.

2. Read the Guide for Free Conversation and do the exercises given.

3. Learn to read and write the new Kanji.

4. Read the Cultural Notes.



Lesson 136

G. Word List

シャカ	shaka	Shakya Muni; Buddha
説く	toku	preach; teach
教え	oshie	teaching
すべての	subete no	all
一定の	ittei no	fixed; definite; certain
修行	shuugyoo	discipline; training
迷 (い)	mayoi	illusion; ignorance; delusion
真実な	shinjitsu na	true; real
伝来する	denrai suru	be introduced; be imported
熱心な	nesshin na	enthusiastic; ardent
信者	shinja	adherent; believer
大衆仏教	daijoo bukkyyoo	Greater Vehicle Buddhism or Mahayana Buddhism
ひろめる	hiromeru	spread; propagate
大衆	taishuu	mass of people
救う	sukuu	rescue; redeem
宗派	shuuha	sect; denomination
僧侶	sooryo	priest; monk

Lesson 136

G. Word List, continued.

開祖	kaiso	founder; originator
弟子	deshi	disciple; pupil
坐禅	zazen	religious meditation
静思する	seishi suru	meditate; contemplate
みずから	mizukara	oneself; personally
悟りをひらく	satori o hiraku	attain enlightenment
---系	-- kei	-- followers, origin
--に及ぶ	--ni oyobu	be amounted to; reach into
内訳	uchiwake	breakdown; itemization
--を筆頭に	--o hittoo ni	with -- at the head
仏壇	butsudan	family Buddhist shrine; Buddhist altar
そなえる	sonaeru	furnish; equip

宗教 (三) キリスト教

日本にキリスト教が伝わったのは西暦一五四九年で、スペイン人の旧教徒フランシスコ・ザビエルの渡来によってである。かれに続いて熱心な宣教師が来朝したので、信徒の数は増加し、大名の中に洗礼を受ける者が現われ、使節をローマに送ったりして、一時は非常に栄えた。しかし、豊臣秀吉が一五八七年にキリスト教を禁止してから、キリスト教徒は次第に迫害を受け、島原の乱以後は、厳禁されてしまった。一八七三年によろやくキリスト教信仰の禁止もとかれ、信教の自由が

A. Narration, continued.

認め^ミられて、日本人の中から すぐれたキリスト教徒が現^ミわれた。

今日、日本にはキリスト教信徒が六十七万人ぐらゐおり、

教会の数も多くなつた。ことに日本天主教教団と日本キリスト

教団の信徒が大多数を占めている。今日では日本のローマ

カトリック教会の司教^{シキョウ}は皆日本人である。

ローマ・カトリック教会は諸種の学校、慈善^{ジゼン}協会、

病院、などを経営して、社会のために活動している。日本キリスト

教団も教育、社会改善^{カイゼン}などの方面に活動している。そして

又最近^{ジユ}は日本人や外国人の教授^{ジュウ}を職員に持った国際

Lesson 137

A. Narration, continued.

キリスト教大学の創立を見た。その外、日本キリスト教団の
大学には京都の同志社大学、東京の青山学院大学、
津田大学、明治学院、東京女子大などがある。天主教教団
の大学には上智大学、聖心女子大学、清泉女子大学など
がある。



A Fumie (copper tablet bearing a relief of the Virgin Mary with the Infant Christ in her arms): Fumie were used by the Tokugawa Shogunate to ferret out Christian believers. The people were ordered to trample on the Fumie—believing Christians refused to do so.



'Virgin Mary' Kannon: Catholic believers during the country's closed period made their statues of the Virgin Mary in the shape of the Kannon (Goddess of Mercy) to evade the measures for suppression of the Christians taken by government authorities.

Lesson 137

B. Audio-Lingual Drill

日本語で次の質問に答えてください。

1. 日本にキリスト教が伝わったのは西暦^{レキ}何年頃^{ゴロ}ですか。
2. だれの渡来によってキリスト教が伝えられたのですか。
3. かれに続いて熱心な宣教師^{セン}が来朝しましたか。
4. その結果、どうなりましたか。
5. 豊臣秀吉^{トヨトミ ヒデヨシ}はどんな事をしましたか。
6. 島原の乱以後は、キリスト教はどうなりましたか。
7. いつ頃キリスト教信仰^{コウ}の禁止^シがとられましたか。
8. 今日、日本にはキリスト教信徒の数がどのくらいありますか。
9. 教会の数がどのくらいありますか。
10. どの教団の信徒が大多数を占めていますか。
11. 日本のローマ・カトリック教会の司教は米国人ですか。
12. ローマ・カトリック教会は何を経営していますか。
13. 日本キリスト教団はどうですか。
14. 国際キリスト教大学はいつ頃創立しましたか。
15. その大学の職員は皆日本人ですか。

Lesson 137

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics with your classmates in Japanese.

(1) Christianity in Japan before the Meiji Era.

(2) Christianity in Japan today.

(3) Activities of Christianity in Japan.

2. Exercise:

a. Interpretation exercise

1. Q: When was Christianity introduced to Japan?

A: キリスト教が伝わったのは西暦^{レキ}一五四九年でした。

2. Q: Who prohibited Christianity?

A: ^{トヨ トミ ヒサヨシ}豊臣秀吉です。

3. Q: When was the ban for Christianity lifted?

A: 一八七三年にキリスト教^{ユウ}信仰^シの禁止もとかれて、信教の自由が認められました。

4. Q: About how many Christian adherents are in Japan?

A: 日本にはキリスト教信徒が六十七万人ぐらい居ます。

Lesson 137

C. Guide for Free Conversation and Exercise, continued.

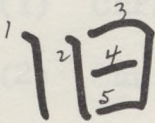
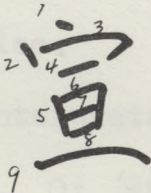
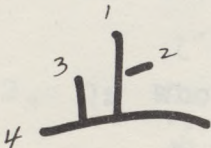
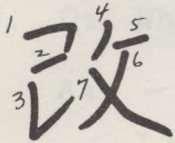
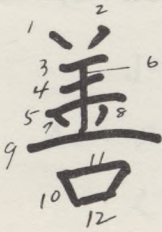
5. Q: What does the Roman Catholic Church do?

A: 諸種の学校、慈善^{ジ セン キョウ}協会、病院
などを経営して社会のために活動
します。

Lesson 137

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
740 旧	 旧	キユウ	<u>KYUU</u> : old; ancient 旧教 <u>kyuukyoo</u> : catholicism 旧教徒 <u>kyuukyooto</u> : a catholic
741 宣	 宣	セン	<u>SEN</u> : proclamation; declaration 宣教師 <u>senkyooshi</u> : a missionary
742 止	 止	シ と(まる)	<u>SHI</u> : to(maru): stop; cease (v.i.) 禁止(する) <u>kinshi(suru)</u> : prohibition (to prohibit)
743 改	 改	カイ あらた(める)	<u>KAI</u> : arata(meru): to reform; revise; to change; to alter
744 善	 善	ゼン	<u>ZEN</u> : good; goodness; right 改善(する) <u>kaizen(suru)</u> : betterment; improvement; (to better; to amend; to improve)

Lesson 137

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
名	See Les 29	メイ <u>ミョウ</u> な	MEI: MYOO: na: name 大名 daimyoo: daimio, feudal lord in Japan
栄	See Les 116	エイ <u>さか(える)</u>	EI: <u>saka(eru)</u> : to flourish; to prosper; to thrive

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) ^{シン}親 ^{ラン}鸞 _____
ショウニン

(2) _____
シンゴンシュウ

(3) _____
シナワケ

(4) ^ザ坐 ^{ゼン}禅 によって _____ します。
セイシ

(5) _____ が日本に _____ したのは
ブツキョウ デンライ

六世紀頃^{ゴロ}で、シャカムニの _____ いた
ト

教えです。

Lesson 137

D. Exercises in Writing System, continued.

(6) タイ シュウ が スク われる 教えです。

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 社会 改善 の 方面に 活動 しています。

(2) 日本には 外国の 宣教師 が 沢山居ます。

(3) キリスト教は 禁止 されていました。

(4) キリスト教は 旧教徒 フランシスコ。

サビエルの 渡来 によって 日本に伝わり
ました。

(5) キリスト教は 一時 非常に 栄え ました。

Lesson 137

D. Exercises in Writing System, continued.

- (6) 大名の中にも 熱心なキリスト教信徒が
居ました。

Lesson 137

E. Cultural Notes

1. Christianity in Japan

Christianity was introduced into Japan in 1549 by the Spanish missionary, Francis Xavier. By 1581 a few dozen missionaries made nearly 150,000 converts mainly in Kyuushuu. At first favored by Oda Nobunaga (1543-1582), the Christian missionaries were later, in 1587, placed under a ban by Hideyoshi (1536-1598). When the Tokugawa Shoogunate was established, still stricter measures were adopted, especially after the Shimabara Rebellion in 1637 in which nearly 37,000 Christians lost their lives. Christianity had no hope of prospering under the rigorous government policy of exclusion. Christianity, however, was never entirely eradicated in certain parts of Kyuushuu, as is proved by the remarkable fact that within a month after the erection of a Roman Catholic Church at Nagasaki in 1865 there occurred the memorable scene known as "The Finding of the Christians," when thousands of Christians, from and about the village of Urakami (now a part of Nagasaki), who had secretly kept the faith transmitted to them by their forbears through successive generations for about 225 years, made open confession of their religion. In

Lesson 137

B. Cultural Notes, continued.

1914, A Roman Catholic Church, with accommodations for 6,000 persons, was established at Urakami. It was destroyed by the atomic bomb in August 1945.

When Commodore Perry, the American envoy came to Uraga in 1853, he demanded a friendly commercial treaty with Japan. This request was finally granted by the Shogunate Government not only to America, but to Russia, England, France and Holland, and the three ports of Kanagawa, Nagasaki, and Hakodate were then opened to foreign trade. A number of American missionaries were the first to avail themselves of the opportunity thus offered to them. The Protestant missions were thus started about 1859, meeting at first with greatest obstacles to their work, for the people were still strictly forbidden to believe in the "Evil Christian Religion." When the Tokugawa feudal system collapsed in 1867, a program of great reforms, political, social and otherwise, was adopted and the doors were also thrown open to Christian teaching. In 1873 missionaries were officially permitted to establish schools, publish religious tracts, and preach their doctrines in

Lesson 137

E. Cultural Notes, continued.

all the seaports open for foreign trade. The old edicts prohibiting Christianity were removed from the notice-boards in February, 1873, and in April of that year exiled Christians were permitted to return to their homes and were free to entertain any religious belief they chose. In the preceding year a Christian Church was established in Yokohama which was the beginning of the Union Church. In the year following, a sister church was organized at Tsukiji, Tokyo, the first Christian church in the metropolis. The vernacular translation of the Bible was undertaken early in the Meiji Era; the New Testament was completed in 1879, and the Old Testament in 1886. Between 1885 and 1889, when the country was swept by a great tide of reforms inspired from Europe, Christianity made phenomenal progress. Later it suffered from the reaction due to nationalism, under which, largely through native leadership, the Christian churches became filled with the growing self-consciousness of the nation. The Constitution, promulgated in 1889, granted full freedom of religious belief, and Christianity now plays an increasingly important part in the

Lesson 137

E. Cultural Notes, continued.

life of the country.

The Greek Orthodox Church in Japan traces its beginning to the arrival in 1861 of Father Nicolai as Chaplain to the Russian Consulate at Hakodate. He was for half a century, or until his death, the center of a great Christian movement, being assisted by a devoted band of Japanese clergy.

Lesson 137

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 137

G. Word List

伝わる	tsutawaru	be handed down; spread
旧教徒	kyuukyooto	Roman Catholic
渡来	torai	introduction
宣教師	senkyooshi	missionary
大名	daimyoo	feudal lord
洗礼を受ける	senrei o ukeru	be baptized
使節	shisetsu	envoy, delegate
栄える	sakaeru	prosper; flourish
キリスト教徒	kirisuto kyotoo	Christian adherent
迫害	hakugai	persecution; oppression
以後	igo	after --; future
厳禁する	genkin suru	prohibit strictly
島原の乱	shimbara-no- ran	the Shimabara Revolt
禁止がとかれる	kinshi ga tokareru	ban is lifted
信教	shinkyoo	religious belief
すぐれた	sugureta	excellent; superior
教会	kyookai	church

Lesson 137

G. Word List, continued.

日本天主教教団	Nippon Tenshu-Kyoo Kyoodan	The Japanese Association of Catholic Christians
日本キリスト教団	Nippon Kirisuto Kyoodan	The Japanese Association of Christians
大多数を占める	daitasuu o shimeru	hold a large majority
方面	hoomen	area; aspect
活動する	katsudoo suru	be active; play an active part
教授	kyooju	teaching; instruction; professor
職員	shokuin	staff; faculty
国際キリスト教大学	kokusai kirisuto-kyoo daigaku	International Christian University
創立する	sooritsu suru	establish; found
司教	shikyoo	bishop
諸種の	shoshu no	various
慈善協会	jizen kyookai	charitable institution
経営する	keiei suru	manage; construct
上智大学	Joochi Daigaku	Sophia University
聖心女子大学	Seishin Joshi Daigaku	Sacred Heart Women's University

A. Narration

" 日本国憲法 "

国を治めていく仕事のやり方をはっきりときめて

おくためには 色々の規則キソクがあるが、その中で一番大事な

規則キソクが憲法である。一番大事だから、これを

最高法規キとキ言う。

これまであった憲法は一八八九年に出来たもので、

明治天皇がおつくりになつたので、明治憲法と言われて

いる。一九四六年十一月三日に国会の承認をへて

新憲法が成立し、日本の政治のやり方を民主化する上に

大きな働きをしている。この新憲法は民主主義の

A. Narration, continued.

原則^{ソツ}に基づいて主権は国民の手にある事を明^{アキ}らかにしている。

つまり新憲法は主^ツ権在民主義^リの憲法だと言える。

主権が国民にある事になった結果、天皇はもはや日本国の主権者ではなくなった。天皇は日本国の象^{シヨウ}徴^{テウ}であり、

政治には関係されないと言ひ、天皇の地位を明^{アキ}らかにしている。

この新憲法には又国を治めていく仕事のやり方の外に
もう一つ大事な事が書いてある。それは国民にとって最も

大事な権利を基本的人権^{キソテノジンケン}としてきめた規則^{キソク}である。基本^キ本的^テ

人権^リというのは思想の自由、信教の自由、婚^{コン}姻^{イン}の自由、言^{ゴン}論^{ロン}の

Lesson 138

A. Narration, continued.

自由、などをふくんだ自由権、参政権、請求権^{セイキョウケン}などである。

もう一つ新憲法の特徴^{トクキョウ}がある。それは戦争の放棄^{ホウキ}で

ある。そして、そのために軍備^{ジュンビ}を持たないという事であるが、

自衛権^{ジエイケン}を放棄^{ホウキ}するといふのではない。

この新憲法には「前文」と言うものが始めにつけて

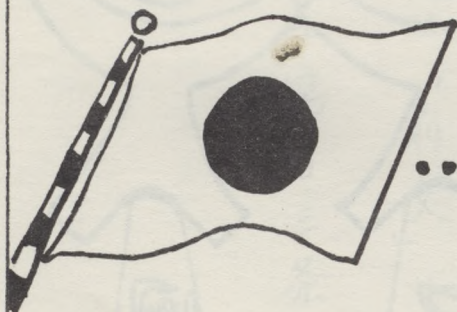
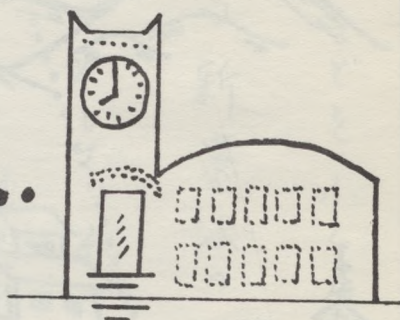
あって、本文は第一条から第百三条まである。



象 徴



.....



.....



天 皇

.....

日 本 国
と
国民統合
の

象 徴

日本国民は
全体の意見で

憲法を制定し

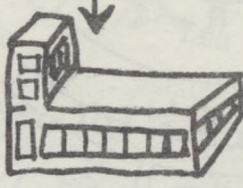
憲法を改正し

国の政治を



国会

(法律を作る)



内閣

(法律を行う)



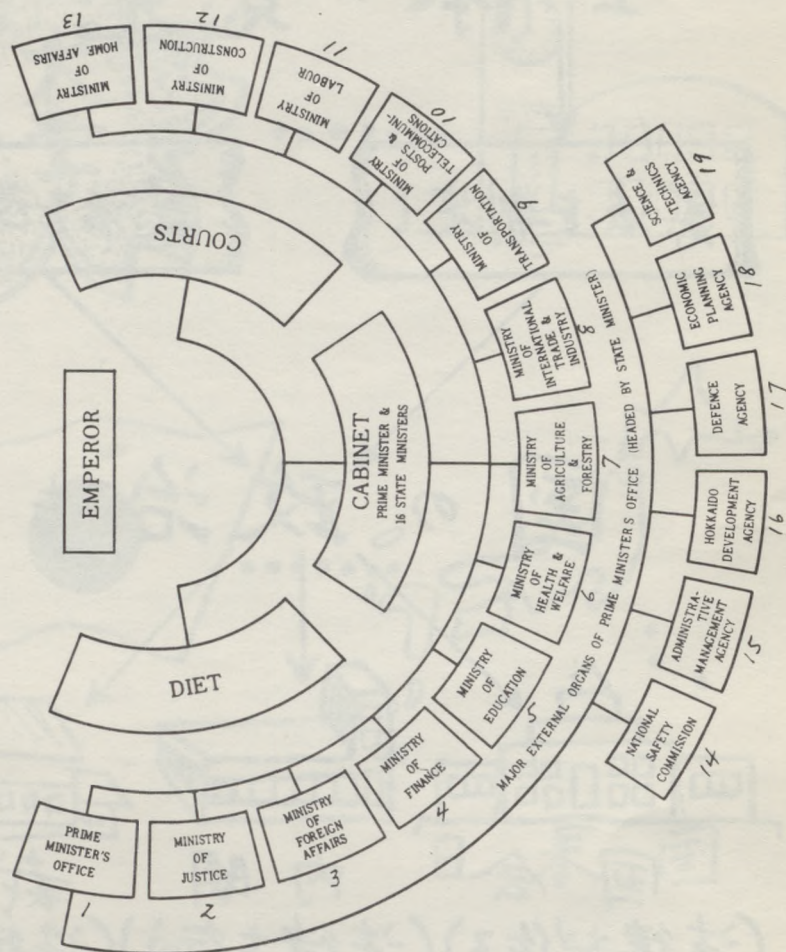
裁判所

(法律を守る)

に

行わせる。

GOVERNMENT OF JAPAN



1 總理 2 法務省 3 外務省 4 大藏省 5 文部省 6 厚生省 7 農林省 8 通商省 9 運輸省 10 郵政省 11 労働省 12 建設省 13 自治省 14 国家公安委員会 15 行政管理局 16 北海道庁 17 防衛庁 18 経済企画庁 19 科学技術庁

憲法は

われわれの
基本的人権として

自分の思うことを言い、
自分の好きな所に住み、
自分の好きな宗教を信じ、
能力に応じて教育を受け、
政治に参加する。

などの

権利を保障^{シヨク}
している。

Lesson 138

B. Audio-Lingual Drill

日本語で 次の質問に 答えてください。

1. 国を治めていく仕事の やり方 を はっきりと きめて
おくために 何が いら いますか。
2. 国を治めていく一番大事な ^キ規則^{ソク} を 何と言 いますか。
3. 憲法は 国の最高法^キ規^キですか。
4. 明治憲法は いっ出来た ものでは いますか。
5. 新憲法は いっ出来 ましたか。
6. 新憲法は 主権在民主義の 憲法 ですか。
7. 主権在民主義とは どんな 事 ですか。
8. 主権が国民の 手にわたされた 結果、どうなりましたか。
9. 新憲法には 国を治めていく仕事の やり方の 外に
もう一つ 大事な 事が 書いて ありますが、それは 何 ですか。
10. 基本的人権というの は 何 ですか。
11. 自由権には どんなのが あり ますか。
12. 新憲法の もう一つの 特^{トク}徴^{テウ} は 何 ですか。
13. この新憲法は 何条 からな っていますか。
14. 始めに 何が 書いて あり ますか。

Lesson 138

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics with your classmates in Japanese.

(1) The New Japanese Constitution.

(2) Basic Human Rights.

(3) The sketches on pages 139-143.

2. Exercise:

a. Interpretation Exercise.

1. Q: What is the so-called constitution?

A: 憲法というのは、国を治めていく仕事のやり方を
はっきりときめておくために、必要な色々の
規則レギュレーションの事です。

2. Q: What does the new constitution clarify?

A: 主権は国民の手にある事を明らかに
しています。

3. Q: What became of the Emperor's position?

A: 天皇は日本国の象徴シンボルであり、政治には
関係されないという事になりました。

Lesson 138

C. Guide for Free Conversation and Exercise, continued.

4. Q: What are the fundamental human rights?

A: 思想の自由、信教の自由、^{コン}婚^{イン}姻の自由、
言論の自由^{セイ}などをふくんだ自由権、
参政権、請求権 などです。

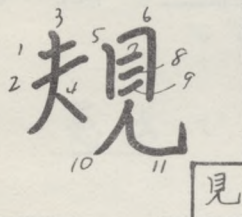
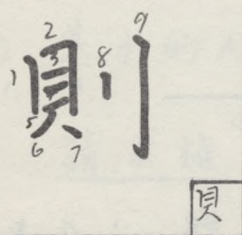
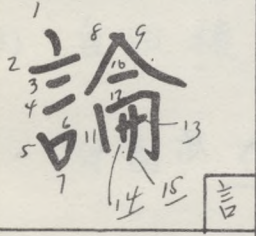
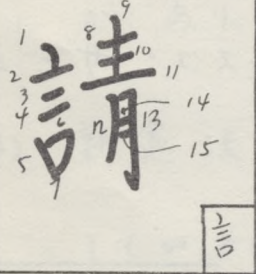
5. Q: What is one of the special features of this
new constitution?

A: それは戦争の^{ホウ}放^キ棄です。

Lesson 138

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
745 規見		<u>キ</u>	<u>KI</u> : rule; law; compass 法規 <u>hooki</u> : laws and regulations 最高法規 <u>saikoo hooki</u> : the supreme law of the land
746 規則		<u>ソク</u>	<u>SOKU</u> : rule 規則 <u>kisoku</u> : rules; regulations 原則 <u>gensoku</u> : fundamental principle; basic rule
747 議論		<u>ロン</u>	<u>RON</u> : discussion; theory; opinion 言論 <u>genron</u> : speech; expression
748 請		<u>セイ</u> <u>シン</u> ニ(う) ウ(ける)	<u>SEI</u> : <u>SHIN</u> : ko(u): to plead; to ask; to appeal (v.t.) u(keru): to undertake; to contract (v.t.) 請求権 <u>seikyuuken</u> : right of petition
明	See Les 24	メイ ミョウ <u>あき(らか)</u> あ(ける) あ(かるい)	<u>MEI</u> : <u>MYOO</u> : the following <u>aki(raka)</u> : plain; clear; self evident a(keru): to open (v.t.) a(karui): light (adj)

Lesson 138

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) 彼は 社会 の 方面 に
カイゼン

 しています。
カットウ

(2) キリスト 教は されていましたが、
キン シ

 の 中にも 熱 心 なキリスト教
ダイミョウ

 が 沢 山 居 ました。
シン ト

(3) フランシスコ・ザビエルの
キュウキョウト

渡来以後、沢山の が
センキョウシ

日本に 来 ました。

Lesson 138

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 国を治めていくのに 必要な 規則が

憲法で、国の 最高法規と 言われています。

(2) 基本的人権というのは 自由権、参政権、

請求権 などです。

(3) 自由権には 思想の自由、言論の

自由、信教の自由、婚^{コン}姻^{イン}の自由など
があります。

(4) 新憲法は天皇の 地位 を 明らかに
しています。

Lesson 138

E. Cultural Notes

1. Constitution and Emperor

In their new Constitution, which was promulgated on November 3, 1946, and came into effect on May 3 the following year, the Japanese people pledge to uphold the high ideals of peace and democratic order. The Preamble of the Constitution states:

"We, the Japanese people, desire peace for all time --- We desire to occupy an honoured place in an international society striving for the preservation of peace, and the banishment of tyranny and slavery, oppression and intolerance for all time from the earth."

The New Constitution differs in many important respects from the Meiji Constitution of 1889. Some of its key provisions are: The Emperor is the symbol of the State and of the unity of the people. Sovereign power now rests with the people.

Japan renounces war as a sovereign right. It also renounces the threat or the use of force as a means of settling disputes with other nations.

Lesson 138

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 138

G. Word List

大事な	daiji na	important
最高法規	saikoo hooki	supreme law
国会	kokkai	Diet
承認	shoonin	approval
-- をへて	-- o hete	going through ---; through
成立する	seiritsu suru	materialize; be realized
民主化する	minshuka suru	democratize
原則	gensoku	principle; general rule
明らかにする	akiraka ni suru	clarify; define; make clear
主権在民主義	shuken zaimin shugi	principle of sovereignty resting with the people
主権者	shukensha	sovereign; ruler
前文	zembun	preamble
婚姻	kon-in	marriage
参政権	sanseiken	suffrage; voting right
請求権	seikyuuken	a right of claim; demand

Lesson 138

G. Word List, continued.

一 条	joo	article
放 棄 (する)	hooki(suru)	renunciation (to renounce; abandon)
軍 備	gumbi	armament
自 衛 権	jieiken	right of self-defense
本 文	hombun	main text

Lesson 139

A. Narration

" 国 会 "

国の仕事を大きく三つにわけて第一に、色々の

規則をこしらえる仕事を立法^{リッポウ}と言い、第二に、

法律に基づいて裁判^{サイバン}を行なう仕事を司法^{シホウ}と言い、

第三に、国の政治を行なう仕事を行政^{コウセイ}と言う。

立法の仕事をするのが国会で、国会のつくる規則を

法律^{ホウ}と言う。

日本の国会は二院制で、衆議院^{シュギイン}と参議院^{サンギイン}と

からなっている。

両院ともにその議員^{ギイン}は国民から

選挙^{センギョ}される。

衆議院議員^{シュギイン}の任期は四年で、

A. Narration, continued.

議員ギの数は四百六十七人である。参議院議員ギの任期は六年だが、三年ごとにその半数の改選センがある。議員ギの数は二百五十人である。

国会議員ギの選挙センキョは二十才以上の国民は男女を

問トわず行なう事が出来る。

又日本国民はだれでも国会

議員ギになる事が出来る。

衆議院議員ギの場合は二十五才

以上、参議院議員ギの場合には三十才以上になると被選挙権ヒセンキョが

得エられる。

国会の常会は毎年百五十日間とぎまわっていて、

Lesson 139

A. Narration, continued.

大抵十月上旬に開会する。この外に必要な場合、臨時会や

特別会を開く。

特別会というのは、国会が解散された時、

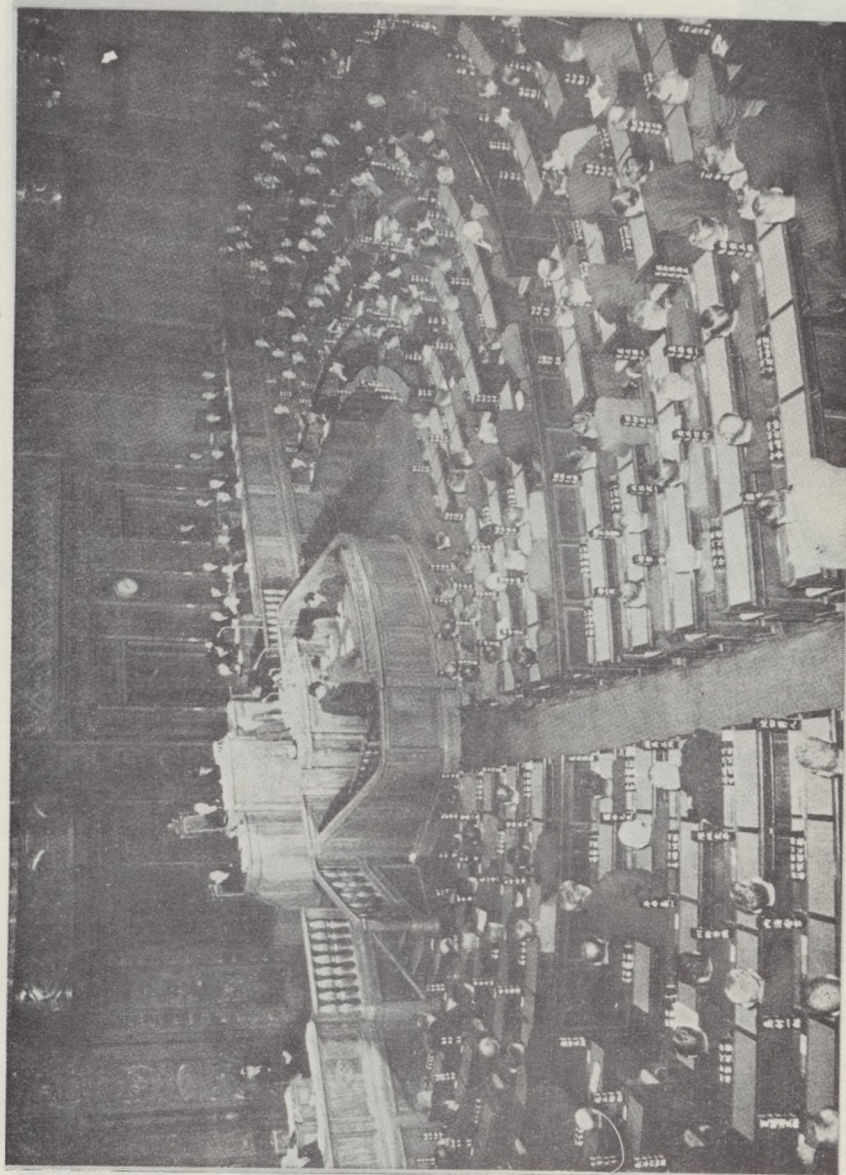
解散^{カイ}の日から四十日以内に選挙^{センキョ}を行なって、その選挙^{センキョ}の

日から三十日以内に開く新しい国会の事である。

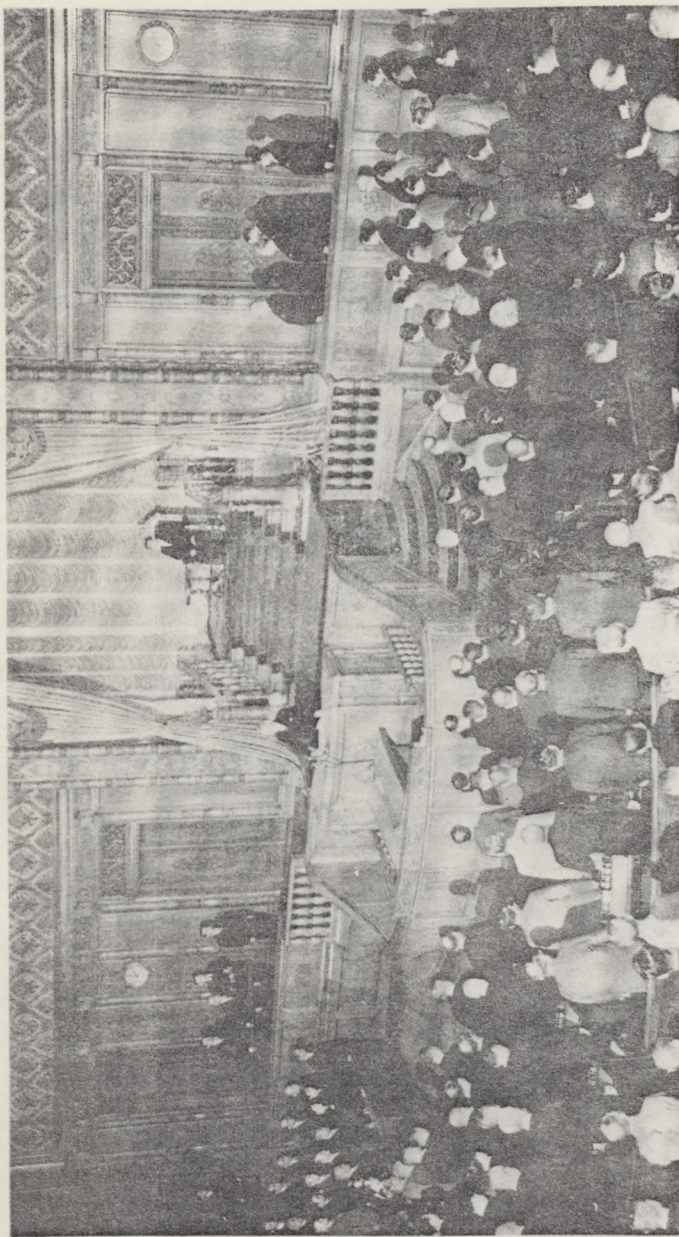


国会議事堂

House of Representatives in session



衆議院



The opening ceremony of a Diet Session is being held in the presence of His Majesty Emperor Hirohito.

国会開会式

Lesson 139

B. Audio-Lingual Drill

日本語で次の質問に答えてください。

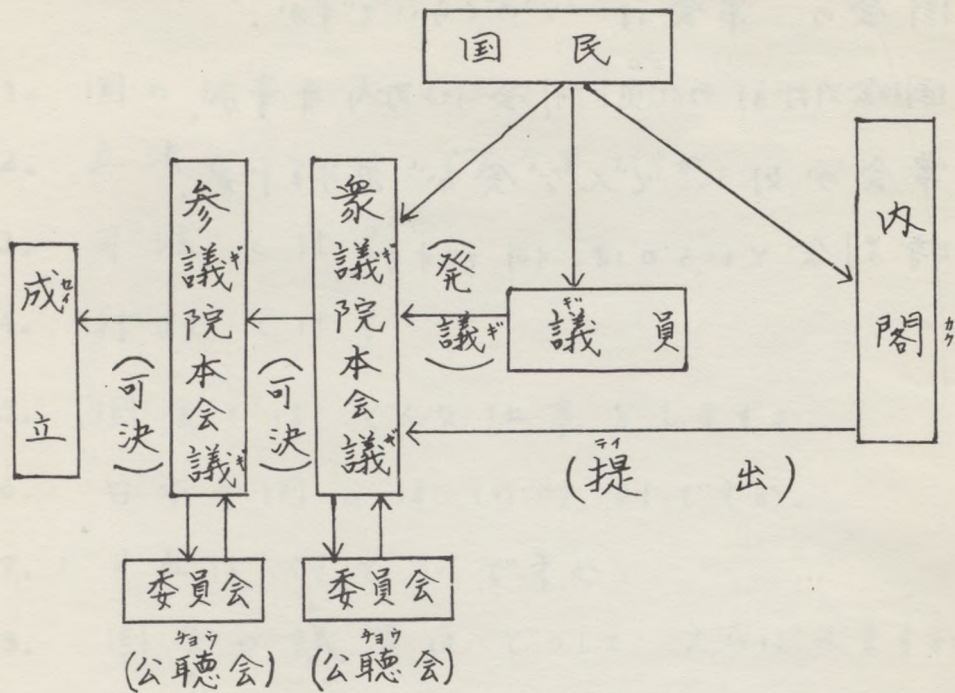
1. 国の仕事を大きく三つに分けると、何と何と何ですか。
2. 立法というのはどんな事ですか。
3. 司法とは？
4. 行政とは？
5. 国会ではどんな仕事をしますか。
6. 日本の国会は何院制ですか。
7. それは何と何ですか。
8. 国会の議員ギはどうしてえらばれますか。
9. 衆議院議員ギの任期は何年ですか。
10. 衆議院議員ギの数はどのくらいですか。
11. 参議院議員ギの任期は何年ですか。
12. 参議院議員ギの数は？
13. 国会議員ギの選挙センキョはだれがしますか。
14. 衆議院議員ギになるためには何才でなければなりませんか。
15. 参議院議員ギの場合はどうですか。

Lesson 139

B. Audio-Lingual Drill, continued..

16. 国会の 常会は どのくらいですか。
17. 国会は いつ頃 ^{ゴロ}開会 になりますか。
18. 常会の 外に どんな会が ありますか。
19. 特別会 というのは 何ですか。

法案が成立して法律になるまで



法律をつくるには、まず政府が議員が法律案を国会に提出するか、発議するかします。衆議院と参議院はその案をそれぞれ専門の委員会にまわします。委員会はその法案に関係のある人たちや多くの専門の学者の意見を聞くために公聴会を開いたりして、いゅうかん審議した上で、多数決で賛否をきめます。これを本会議にかけて、もう一度多数決できめます。一つの議院できめられた法律案は、さらに他の議院にまわされ、同じ手続きを経て決定された上で、正式の法律となります。

Lesson 139

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics with your classmates in Japanese.

- (1) A comparative study of Japanese Diet and United States Congress.
- (2) Three branches of the government.
- (3) Rights to be elected.
- (4) Procedure of how a legislative bill becomes a law.

2. Exercise:

a. Interpretation Exercise

1. Q: What is judiciary?

A: 法律に基づいて裁判^{サイバン}を行なう仕事を司法と言います。

2. Q: How are the members of the Diet elected?

A: 両院^ギともにその議員は国民から選挙^{センギョウ}されます。

3. Q: Who selects the members of the Diet?

A: 二十才以上の国民は男女を問わず国会議員の選挙^{センギョウ}を行なう事が出来ます。

Lesson 139

C. Guide for Free Conversation and Exercise, continued.

4. Q: What is a so-called extraordinary session of the Diet?

A: 特別会というのは国会が解散された時、
解散の日から四十日以内に選挙を行なって、
その選挙の日から三十日以内に開く新しい国会です。

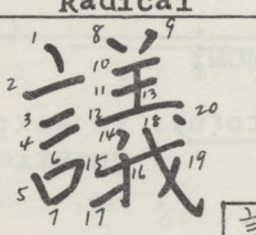
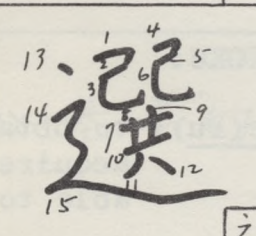
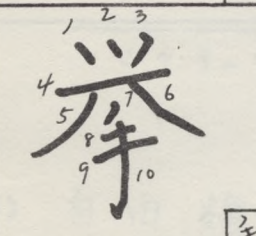
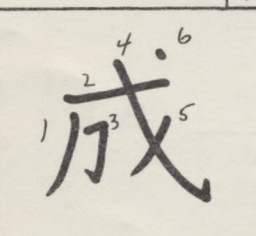
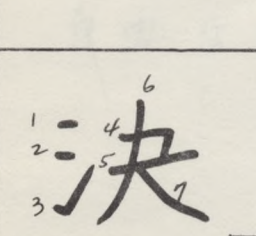
5. Q: When does the regular session of the Diet open?

A: 国会の常会は大抵十二月上旬に
開会します。

Lesson 139

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
749 議 我		ギ	<u>GI</u> : 衆議院 <u>Shuugi-in</u> : House of Representatives 参議院 <u>Sangi-in</u> : House of Councillors
750 選 英		セン えら(ぶ)	<u>SEN</u> : era(bu): to select; to elect
751 挙 手		キョ	<u>KYO</u> : 選挙(する) <u>senkyo(suru)</u> : election; selection (to elect)
752 成		セイ ジョウ な(る)	<u>SEI</u> : <u>JOO</u> : na(ru): to become; to be composed of 成立(する) <u>seiritsu(suru)</u> : formation; organization (to be formed; to be or- ganized)
753 決		ケツ き(める)	<u>KETSU</u> : decision ki(meru): to decide 多数決 <u>tasuuketsu</u> : a decision by majority 決定(する) <u>kettei(suru)</u> : decision(to be decided)

Lesson 139

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
問	See Les 60	モン <u>ユ(う)</u>	MON: <u>to(u)</u> : to ask; to question
得	See Les 99	トク <u>エ(る)</u>	TOKU: <u>e(ru)</u> : to obtain; to acquire; to be able to

Lesson 139

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) _____ は 国 の _____ で
ケンポウ サイコウ ホウキ

国 を 治めていくのに必要な _____ です。
キソク

(2) 基本的人権には _____ 、 _____ 、
ジユウケン サンセイケン

_____ が ふくまれています。
セイキュウケン

(3) 自由権には _____ の自由、 _____ の
ゲンロン シソウ

自由、 _____ の自由、 _____ の
シンキョウ コンイン

自由などが あります。

Lesson 139

D. Exercises in Writing System, continued.

(4) 新憲法には天皇の か

アキ らかに されています。

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 日本の国会は 二院制 で、衆議院 と 参議院 とからなっています。

(2) 議員の選挙は二十才以上の

国民は 男女 を 問 わず 行なう事が
出来ます。

(3) 多数決で決めます。

Lesson 139

D. Exercises in Writing System, continued.

(4) 法案が成立して 法律になります。

(5) 三十才以上になると 被^レ選挙権が
得られます。

Lesson 139

E. Cultural Notes

1. The Diet

The Diet is the highest organ of state power and the only law-making body. It consists of two houses, the House of Representatives (467 seats) and the House of Councillors (250 seats). The members of the House of Representatives are elected for a four-year term, but their tenure of office is terminated with a dissolution of the House. The members of the House of Councillors are elected for a six-year term, with one-half elected every three years. There is no dissolution of the House of Councillors.

The members of the House of Representatives are elected from 118 electoral districts. One hundred of the councillors are elected on a national basis while the remainder are elected on a prefectural basis (46 prefectures).

The minimum voting age is 20 years. The new constitution also grants suffrage to women for the first time in Japan's history, and women have already exerted considerable influence on the course of the nation's policies. As a result of the most recent elections (November, 1960

Lesson 139

E. Cultural Notes, continued.

for the House of Representatives; June, 1959 for the House of Councillors) they held seven seats in the House of Representatives, and thirteen in the House of Councillors.

Each of the two Houses of the Diet establishes standing and special committees. Every Diet member is assigned to at least one committee. These committees examine and deliberate all the bills, petitions, representations and other matters which come under their respective spheres of responsibility.

A bill is enacted into law upon approval by both Houses of the Diet, but the House of Representatives has the power to override the decisions of the House of Councillors.

Lesson 139

E. Cultural Notes, continued.

Political Parties and Their Strength 9 December 1964

	House of Representatives	House of Councillors
Liberal-Democratic Party (自民党)	287	145
Socialist Party (社会党)	144	65
Democratic Socialist Party (民主社会党)	23	10
Communist Party (共産党)	4	3
Koomei Party (公明党)		15
Others	1	9
Vacancy	<u>8</u>	<u>3</u>
Total	467*	250**

* 3 to 5 members per district are elected from 117 electoral districts.

** 100 are elected from the national constituency, 150 are elected from the prefectural constituency.

Lesson 139

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercise given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 139

G. Word List

立 法	rippoo	legislative; law-making
裁 判	saiban	trial; judgment
司 法	shihoo	judicial
二 院 制	niin-sei	bicameral system
衆 議 院	shuugi-in	House of Representatives
參 議 院	sangi-in	House of Councillors
兩 院	ryoo-in	both houses
議 員	giin	members of the Diet
選 挙 す	senkyo suru	elect
任 期	ninki	term of office
改 選	kaisen	reelection
男 女 を 問 わ ず	danjo o towazu	irrespective of sex
被 選 挙 権	hi-senkyoken	electoral eligibility
常 会	jookai	regular session
臨 時 会	rinjikai	emergency session
決 定 す	kettei suru	decide
可 決 す	kaketsu suru	pass; approve
手 続	tetsuzuki	procedure
特 別 会	tokubetsukai	extraordinary session

Lesson 139

G. Word List, continued.

解散(する)	kaisan (suru)	dissolution (to dissolve)
-- 以内に	-- inai ni	within --
法案	hooan	bill; measure
提出する	teishutsu suru	submit
法律案	hooritsuan	legislative bill; draft of a proposed law
発議する	hatsugi suru	propose; suggest
専門の	senmon no	expert; professional
委員会	iin-kai	committee
意見	iken	opinion
公聴会	koochookai	public hearing
審議する	shingi suru	discuss; deliberate on ---
多数決で	tasuuketsu de	by majority vote
賛否	sampi	approval or no approval; yes or no
本会議	honkaigi	plenary session

A. Narration

" 内 閣 "

内閣^{カク}は国の行政をうけもつ機関である。内閣^{カク}は

内閣^{カク}総理大臣^{ジン}（普通^{シュ}首相^{シヨウ}と呼ばれる）とその他の国務

大臣^{ジン}からなっている。内閣^{カク}総理大臣^{ジン}は国会議員の

中から国会の議決で指名される。実際には

各政党^{トウ}が自分の党^{トウ}の代表者や、又は支持^ジする政党^{トウ}から

候補者を出して多数決できめるのである。外の国務

大臣^{ジン}は内閣^{カク}総理大臣^{ジン}が自分でえらぶのである。しかし、

その過半数は国会の議員の中からえらばれる事になっている。

内閣^{カク}は国会に対して連帯して責任をおう。

Lesson 140

A. Narration, continued.

したがって衆議院が内閣^{カク}に対して不信任案を可決^カした時には、十日以内に内閣^{カク}は総辞職^{ジジキ}しなければならぬ。しかし、内閣^{カク}は

これを世論^{セロン}に問うために衆議院を解散^{カイ}する事も出来る

のである。そして政府をつくっている与党^{ヨトウ}の方針^シが支持^ジされるか、

それとも内閣^{カク}を信任しない野党^{ヤトウ}の方針^シが支持^ジされるかは、

この解散^{カイ}に続いて行なわれる総選挙^{ソウギョウ}によって明らかになるのである。

内閣^{カク}の閣僚^{カクリョウ}は総理大臣^{ソウリ}をはじめとして、法務大臣^{ホフ}、

外務大臣^{ゲイ}、大蔵大臣^{ダイザン}、文部大臣^{モンブ}、厚生大臣^{コウシ}、農林大臣^{ノウリン}、通産

大臣^{ジン}、運輸大臣^{ジュンブ}、郵政大臣^{ユウセイ}、労働大臣^{ロウドウ}、建設大臣^{ケンセツ}、自治大臣^ジ、

Lesson 140

A. Narration, continued.

それから数名の国务大臣^ジとからなっている。これらの大臣^ジは
それぞれの（法務大臣^ジは法務省^{ショウ}など）省^{ショウ}の事務をとる。

Lesson 140

B. Audio-Lingual Drill

日本語で次の質問に答えてください。

1. 内閣^{カク}はどんな機関^{キカン}ですか。
2. 内閣^{カク}は何からなっていますか。
3. 内閣^{カク}総理大臣^{ジン}はどうしてえらばれますか。
4. 他の国務大臣^{ジン}はだれがえらびますか。
5. 国務大臣^{ジン}の過半数はどこからえらばれる事になっていますか。
6. 内閣^{カク}はどの機関^{キカン}に対して責任をおいますか。
7. だれが責任をおいますか。
8. 衆議院^{シュギイン}が内閣^{カク}に対して不信任案を可決した時にはどうなりますか。
9. この場合内閣^{カク}は衆議院を解散^{カイ}する事が出来ますか。
10. 政府をつくっている党^{トウ}を何と言いますか。
11. 内閣^{カク}を支持しない党^{トウ}を何と言いますか。
12. 内閣^{カク}の閣僚^{リョウ}はどんな大臣^{ジン}からなっていますか。

Lesson 140

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics with your classmates in Japanese.

- (1) The Japanese Cabinet
- (2) The Cabinet members
- (3) The Cabinet in relation to the Diet

2. Exercise:

a. Interpretation Exercise

(1) Q: How is the Prime Minister selected?

A: 内閣^{カク}総理大臣^{ジン}は国会議員の中から国会の議決で指名されるのです。

(2) Q: How are the Ministers of State selected?

A: 内閣^{カク}総理大臣^{ジン}が自分で、国務大臣^{ジシ}の過半数を国会の議員の中からえらぶのです。

(3) Q: Is the Cabinet responsible for the Diet?

A: はい、内閣^{カク}は国会に対して連帯して責任をおいます。

(4) Q: When the House of Representatives passes a vote of non-confidence against the Cabinet, what must the Cabinet do?

Lesson 140

C. Guide for Free Conversation and Exercise, continued.

A: 十日以内に内閣^{カ?}は総辞職するか、
衆議院を解散するかしなければなりません。

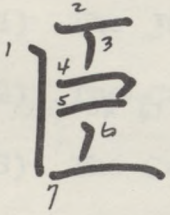

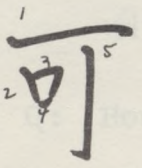
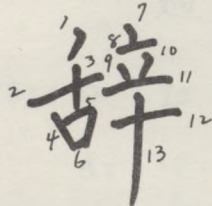
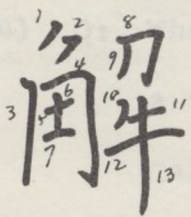
(5) Q: What is the party that makes up the
Cabinet called?

A: それは与^リ党と呼ばれています。

Lesson 140

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
754 臣	 臣	シン(ジン)	<u>SHIN</u> : emperor's servant (<u>JIN</u>): subject; retainer 大臣 <u>daijin</u> : minister (of state)
755 党	 黒	トウ	<u>TOO</u> : companion; party 政党 <u>seitoo</u> : political party
756 可	 口	カ	<u>KA</u> : may, good 可決(する) <u>kaketsu (suru)</u> : passage; adoption (to pass; to adopt)
757 辞	 辛	ジ ジ(する)	<u>JI</u> : resignation <u>JI (suru)</u> : to resign; to refuse 辞職(する) <u>jishoku suru</u> : to resign
758 解	 角	カイ ケ と(く)	<u>KAI</u> : dispersion <u>GE</u> : to(ku): to explain; to untie 解散(する) <u>kaisan(suru)</u> : dissolution(to dissolve)

Lesson 140

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
持	See Les 36	<u>ジ</u> も(っ)	<u>JI:</u> mo(tsu): to hold; to have 支持(する) <u>shiji (suru):</u> support (to support)
文	See Les 49	<u>ブン</u> <u>モン</u>	<u>BUN:</u> sentence <u>MON:</u> 文 部 省 <u>Mombushoo:</u> Ministry of Education
働	See Les 33	<u>ドウ</u> はた(らく)	<u>DOO:</u> hata(raku): to work 労 働 <u>roodoo:</u> labor
治	See Les 78	<u>チ</u> <u>ジ</u> おさ(める)	<u>CHI:</u> <u>JI:</u> osa(meru): to govern 自 治 <u>jichi:</u> autonomy; self rule
相	See Les 112	<u>ソウ</u> <u>ショウ</u>	<u>SOO:</u> <u>SHOO:</u> 首 相 <u>shushoo:</u> premier

Lesson 140

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) 日本 の 国会 は _____ と
 シュウギン

_____ と か ら な っ て い ま す .
 サンギン

(2) _____ は ニ 十 オ 以 上 の 国 民 は
 センキョ

男 女 を _____ わ ず 行 な う 事 が 出 来 ま す .
 ト

(3) 法 案 が _____ し て 法 律 に な り ま す .
 セイリツ

(4) 日 本 へ 行 く 日 が _____ し ま し た .
 ゲツテイ

Lesson 140

D. Exercises in Writing System, continued.

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 内閣^{カク}は 総辞職し、国会は

解散になりました。

(2) 与党の方針が 支持されました。

(3) 内閣^{カク}総理大臣は 首相とも呼ば

れています。

(4) 文部大臣、労働大臣、自治大臣

(5) 衆議院で 可決した 法律案は

参議院にまわされます。

Lesson 140

E. Cultural Notes

1. NAIKAKU (Executive)

Japan has adopted a parliamentary system of government, under which the executive and the legislative branches are not as independent of each other as under the United States governmental system. The Prime Minister is elected by the Diet (legislature) from among its membership. The Cabinet consists of the Prime Minister and usually twelve to sixteen Ministers of State appointed by the Prime Minister. More than one-half of the Cabinet Ministers must be selected from the Diet membership.

The power of the Prime Minister has been greatly increased under the new Constitution. For example, he may now appoint and remove Ministers of State as he chooses.

The Prime Minister, representing the Cabinet, submits bills, reports to the Diet on national and foreign affairs and exercises control and supervision over the various administrative branches.

Usually a Cabinet Minister heads a government department such as the Ministries of Foreign Affairs, Finance, Justice, Education, Agriculture, International

Lesson 140

E. Cultural Notes, continued.

Trade and Industry or one or more of such agencies as the Atomic Energy Commission and the Economic Planning Board.

In the event of a vote of non-confidence by the House of Representatives, the following courses of action may be taken: The Prime Minister and his Cabinet may resign at once, in which case the Diet elects a new Prime Minister; the Prime Minister may dissolve the House of Representatives and call for a national election, in which case the Prime Minister and his Cabinet must resign as soon as a new House is elected and convenes.

^b
Hirofumi Ito formed the first Japanese Cabinet in 1885. Prime Minister Ikeda's third Cabinet is the 61st in Japan's parliamentary history. Since the adoption of the new Constitution, there have been fifteen cabinets.

Lesson 140

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultrual Notes.

Lesson 140

G. Word List

内閣	naikaku	cabinet
うけもつ	ukemotsu	be in charge; take charge
機関	kikan	agency; organ; machine
内閣総理大臣	naikaku soori daijin	prime minister
首相	shushoo	prime minister
国務大臣	kokumu daijin	ministers of state
議決	giketsu	decision; resolution
指名する	shimei suru	nominate; designate
省	shoo	ministry
党	too	party
代表者	daihyoosha	representative
数名の	suumei no	several
候補者	koohosha	candidate
過半数	kahansuu	majority
連帯して	rentai shite	collectively
責任をかう	sekinin o ou	be responsible
不信任案	fushinnin-an	non-confidence vote

Lesson 140

G. Word List, continued.

総辞職する	soojishoku suru	resign en masse
世論	seron	public opinion
--に問う	-- ni tou	appeal to ---
与党	yotoo	the party in power; friendly party
方針	hooshin	policy
信任する	shinnin suru	confide in; trust
野党	yatoo	party out of power; party opposition
総選挙	soo senkyo	general election
閣僚	kakuryoo	cabinet ministers
法務大臣	hoomu daijin	Minister of Justice
外務大臣	gaimu daijin	Minister of Foreign Affairs
大蔵大臣	ookura daijin	Minister of Finance
文部大臣	mombu daijin	Minister of Education
厚生大臣	koosei daijin	Minister of Welfare
農林大臣	noorin daijin	Minister of Agriculture and Forestry
通産大臣	tsuusan daijin	Minister of Inter- national Trade and Industry

Lesson 140

G. Word List, continued.

運輸大臣	un-yu daijin	Minister of Transportation
郵政大臣	yuusei daijin	Minister of Postal Services
労働大臣	roodoo daijin	Minister of Labor
建設大臣	kensetsu daijin	Minister of Construction
自治大臣	jichi daijin	Minister of Autonomy

A. Narration

“ 司 法 ”

司法というのは法律に基づいて裁判^{サイバン}を行なう

事で、司法権は裁判所^{サイバン}にある。

裁判所^{サイバン}には最高裁判所^{サイバン}（東京にう）、高等裁判所^{サイバン}、

地方裁判所^{サイバン}及び簡易裁判所^{カンイサイバン}の四段階^{ダンゲン}がある。又

地方裁判所^{サイバン}とならんで家庭内の問題や少年の保護

などを取りあつかう家庭裁判所^{カセイサイバン}がある。

最高裁判所^{サイバン}の長官は内閣^{ナカク}の指名によって天皇が

任命され、その他十四人の裁判官^{サイバン}は内閣が任命する。

最高裁判所^{サイバン}は終審裁判所^{シンシンサイバン}で、裁判所全体^{サイバン}の規則を

Lesson 141

A. Narration, continued.

つくったり、国会でつくられた法律が憲法に反しているかどうかを

調べたりする。高等裁判所は東京、名古屋、大阪、

広島、福岡、仙台、高松、札幌に一つずつある。高等

裁判所の五人の裁判官は内閣が任命する。高等裁判所

は普通下級裁判所の控訴裁判所であるが、叛乱なども

裁く。地方裁判所は全国に四十九あり、民事事件、

刑事事件はほとんど全部ここで裁かれる。家庭裁判所も

全国に四十九ある。地方裁判所、家庭裁判所、簡易

裁判所の裁判官は内閣の任命による。

Lesson 141

A. Narration, continued.

裁判^{サイバン}に関する言葉

原告^{ラッダ} 訴^{ウツタ}えた者

被告^ヘ 訴^{ウツタ}えられた者

刑事裁判

殺人^{サツジン}、
 穴切盗^{セツトウ}、
 放火、
 強盗^{ゴウトウ}、
 強姦^{ゴウカン}、
 などの
 罪^{ツミ}を
 犯^{オカ}した
 者を裁^{サバ}く事。

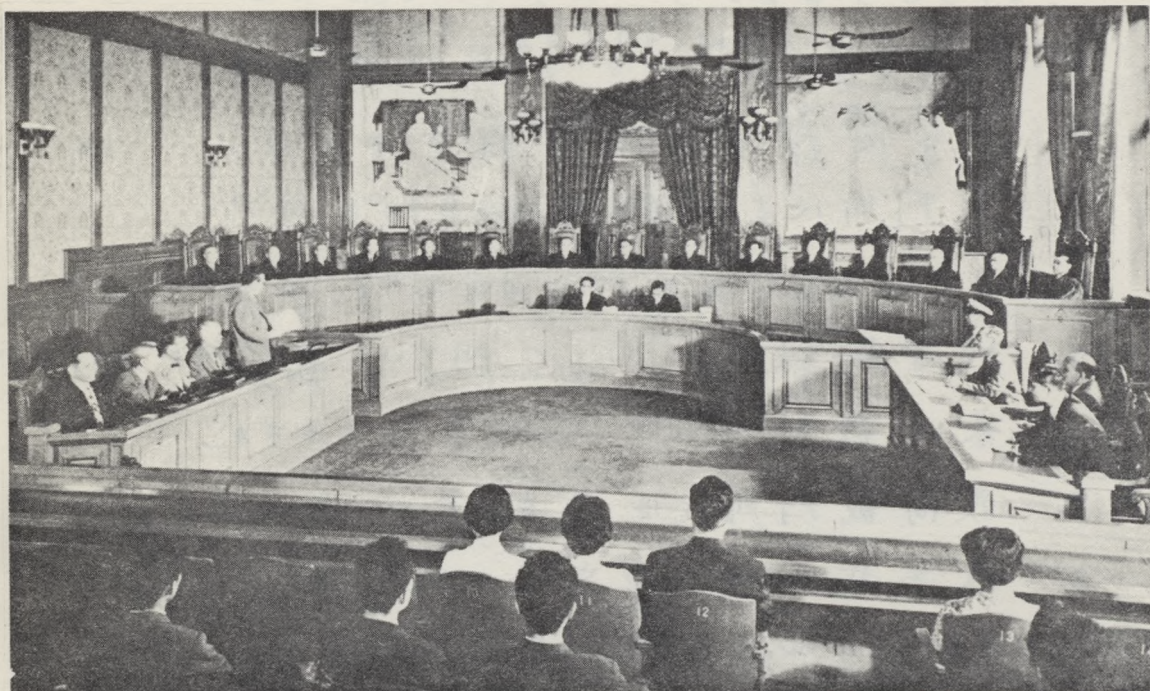
判事^{ハンシ}
 検事^{ケンシ}

弁護士^{ベンゴシ}

証人^{ショウジン}

証拠^{ショウコ}

最高裁判所大法院



The Supreme Court in session

Lesson 141

B. Audio-Lingual Drill

日本語で次の質問に答えてください。

1. 司法というのは何ですか。
2. 司法権はどこにありますか。
3. ^{サイ バン}裁判所には何段階ありますか。
4. それは何と何と何と何ですか。
5. 地方^{サイ、バン}裁判所とならんで何という^{サイ バン}裁判所がありますか。
6. 家庭^{サイ バン}裁判所ではどんな事をしますか。
7. 最高^{サイ バン}裁判所には^{サイ バン}裁判官が何人居ますか。
8. 最高^{サイ バン}裁判所の長官はだれがえらびますか。
9. その他十四人の^{サイ バン}裁判官はだれがえらびますか。
10. 最高^{サイ バン}裁判所はどんな^{サイ バン}裁判所ですか。
11. 最高^{サイ バン}裁判所ではどんな事をしますか。
12. 最高^{サイ バン}裁判所はどこにありますか。
13. 高等^{サイ バン}裁判所はいくつありますか。
14. それはどこにありますか。
15. 高等^{サイ バン}裁判所には^{サイ バン}裁判官が何人居ますか。
16. 高等^{サイ バン}裁判所ではどんな事をしますか。

Lesson 141

B. Audio-Lingual Drill, continued.

17. 地方^{サイ バン}裁判所は いくつ ありますか。
18. 地方^{サイ バン}裁判所では どんな事をしますか。
19. 家庭^{サイ バン}裁判所は いくつ ありますか。
20. これらの 下級^{サイ バン}裁判所の 裁判官^{サイ バン}は、
だれが えらびますか。
21. 原告 というのは だれですか。
22. 被告^ト というのは だれですか。

Lesson 141

C. Guide for Free Conversation and Exercise

1. Topics:

a. Talk about the following topics in Japanese with your classmates.

- (1) The Supreme Court
- (2) The High Court
- (3) The District Court
- (4) The other Courts

2. Exercises:

a. Match the words in Column (A) with those of Column (B) and insert the letters of Column (B) in the spaces provided in Column (A).

(A)			(B)
1.	叛 乱	()	a. defendant
2.	原 告	()	b. arson
3.	殺 人	()	c. trial
4.	強 盗	()	d. civil case
5.	被 告	()	e. rape
6.	切 盗	()	f. rebellion
7.	放 火	()	g. plaintiff

Lesson 141

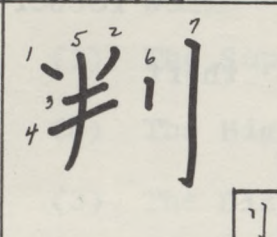
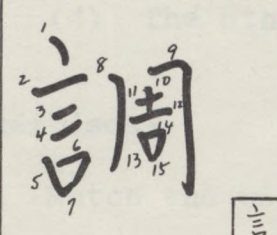
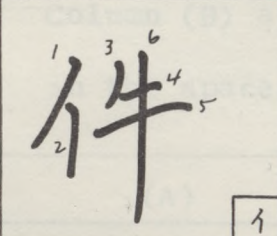
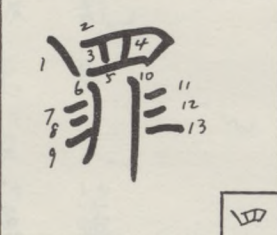
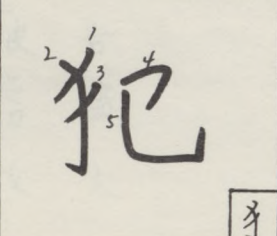
C. Guide for Free Conversation and Exercise, continued.

(A)			(B)
8.	強 ^{ゴウ} 女 ^{カン}	()	h. murder
9.	民 ^{ミン} 事 ^ジ	()	i. armed robbery
10.	裁 ^{サイ} 判 ^{バン}	()	j. theft

Lesson 141

D. Exercises in Writing System

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
759 判		<u>ハン(バン)</u>	<u>HAN(BAN)</u> : a seal; judgment 裁判 <u>saiban</u> : judgment; trial
760 調		チョウ <u>しら(べる)</u>	CHOO: <u>shira(beru)</u> : to inves- tigate (v.t.)
761 件		<u>ケン</u>	<u>KEN</u> : affair; matter; case 事件 <u>jiken</u> : event; incident; case
762 罪		ザイ <u>つみ</u>	ZAI: <u>tsumi</u> : crime; sin
763 犯		ハン <u>おか(す)</u>	HAN: <u>oka(su)</u> : to commit crime to violate; to infringe (v.t.)

Lesson 141

D. Exercises in Writing System, continued.

1. KANJI:

KANJI	Stroke Order & Radical	Reading	Meaning & Compounds
易	See Les 128	イ エキ	I: easy simple EKI: fortunetelling 簡易裁判 <u>kan-i saiban</u> : summary court
強	See Les 43	キョウ ゴウ つよ(い)	KYOO: GOO: strong; force tsuyo(i): strong 強盗 <u>gootoo</u> : burglar; burglary

Lesson 141

D. Exercises in Writing System, continued.

2. Exercises:

a. Write the underlined parts in Kanji.

(1) 内閣^{カク}は _____ し、国会は
ソウ ジョク

_____ になりました。
カイサン

(2) _____ の方針が _____ された。
オトウ シジ

(3) 内閣^{カク}総理 _____ は _____
ダイジン シュジョウ

とも呼ばれています。

(4) この法律案は 衆議院で _____
カケツ

されました。

Lesson 141

D. Exercises in Writing System, continued.

(5) _____ 省、 _____ 省、 _____ 省。
モ ン プ ロ ウ ド ウ ジ ャ

b. Read the following sentences and give a reading for the underlined words in KATAKANA.

(1) 簡易裁判所 は 一番 下級 の

裁判所です。

(2) 彼は 強盗 の 罪 を 犯 した。

(3) 地方裁判所 は 民事 事件、 刑事

事件 を 裁 く 所 です。

(4) 法律 が 憲法 に 反 して いる か どう か を

調 べ ます。

Lesson 141

E. Cultural Notes

1. Structure of the Judiciary System in Japan

The Judicial hierarchy consists of the Supreme Court and four categories of inferior courts: high courts, district courts, family courts, and summary courts. Judicial power, including the power to interpret the Constitution, is vested in the Supreme Court and in inferior courts as established by law. The Supreme Court has extensive disciplinary powers over the inferior courts.

Supreme Court justices, who must have reached the age of forty at appointment, must be "persons of broad vision and extensive knowledge of the law." A majority of the members of the Court are required to have had ten years professional experience in the legal field. Appointments are permanent, with retirement compulsory at the age of seventy. The Supreme Court Justice can be recalled, however, through a "review system" in which the people at the first general election of members of the House of Representatives following the justices' appointment can vote against the appointment. Thereafter, the Supreme Court justices must submit to this review process at the first

Lesson 141

E. Cultural Notes, continued.

general election after serving ten years on the bench. A court of impeachment may also be organized for this purpose within the Diet.

The High Courts generally function as courts of appeal but also have original jurisdiction over cases of armed revolt. Judges are appointed by the Cabinet but they must be selected from a list submitted by the Supreme Court. High courts consist of five judges each. Sittings are either as a full bench or in panels of three.

Each of the District Courts, situated in forty-nine different cities, has original jurisdiction in all criminal and civil cases except petty offenses involving light fines and certain cases specifically placed under the jurisdiction of other courts.

The forty-nine Family Courts, which are on a level with the District Courts, have original jurisdiction in family disputes. Their work, which is associated with the drastic transformation in the legal position of women and children in Japan, may broadly be divided into two spheres; that of such domestic problems as inheritances,

Lesson 141

E. Cultural Notes, continued.

divorce, the rehabilitation of minors, appointment of legacies and similar matters formerly decided by the head of the family under Japan's family system, and that of juvenile crimes and delinquency.

Summary Courts are located in 570 cities and towns. These courts generally perform the functions of small courts and justices of peace in the United States. They have original jurisdiction over minor offenses and small civil claims.

All judges of District, Family, and Summary Courts are appointed by the Cabinet from a list of nominees prepared by the Supreme Court.

The jury system, first established in Japan in 1923 and suspended in 1943, did not take root in the country and has not been reestablished, although regulations governing court organization do not prohibit the selection of a jury for criminal cases. Various factors contributed to the abandonment of the system--lack of popular confidence, financial cost, incompatibility with the legal tradition, and the fact that most litigants

Lesson 141

E. Cultural Notes, continued.

preferred to rely upon the professional knowledge and integrity of the judges.

Lesson 141

F. Homework

1. Study the Narration thoroughly and memorize the vocabulary.
2. Read the Guide for Free Conversation and do the exercises given.
3. Learn to read and write the new Kanji.
4. Read the Cultural Notes.

Lesson 141

G. Word List

司法権	shihooken	judicial power
裁判所	saibansho	courts
最高裁判所	saikoo saibansho	Supreme Court
高等裁判所	kootoo saibansho	High Court
地方裁判所	chihoo saibansho	District Court
簡易裁判所	kan-i saibansho	Summary Court
段階	dankai	steps; grade; rank
家庭内の	kateinai no	within a family
家庭裁判所	katei saibansho	Family court
長官	chookan	chief; head
任命する	nimmei suru	appoint, nominate
裁判官	saibankan	judges
終審裁判所	shuushin saibansho	court of last resort
反する	han suru	violate; contrary to
下級裁判所	kakyuu saibansho	lower courts
控訴裁判所	kooso saibansho	court of appeal
叛 乱 乱	hanran	rebellion; revolt
裁<	sabaku	judge; pass judgment (v.t.)

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Lesson 141

G. Word List, continued.

民事事件	minji jiken	civil case
刑事事件	keiji jiken	criminal case
原告	genkoku	plaintiff; accuser
被告	hikoku	defendant; accused
訴える	uttaeru	sue; bring a law suit
殺人	satsujin	murder
竊盗	settoo	theft
放火	hooka	arson
強盗	gootoo	armed robbery
強姦	gookan	rape
罪を犯す	tsumi o okasu	commit a crime
判事	hanji	a judge
検事	kenji	public procurator
弁護士	bengoshi	lawyer; attorney
証人	shoonin	witness
証拠	shooko	evidence

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